

LEARNING FOR CHILDREN WITH SPECIAL NEEDS: ANALYSIS OF THE PAI TEACHER'S STRATEGY

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Abstract:

The learning process needs a special strategy, especially in this case about the practice of prayer in children with special needs (children with disabilities). Therefore, children with disabilities need direction and guidance from teachers so that they can understand the learning of prayer practices in accordance with the conditions they experience. For this reason, the purpose of this study is the learning strategy of PAI teachers in the practice of praying for children with disabilities. This type of research is qualitative with a descriptive approach. The subject of this study was a teacher of PAI subjects at SLBN Palangka Raya, while the informants were school principals and students with disabilities, data collection was carried out through observation, interviews, and documentation, the validity of the data was carried out using triangulation of sources and techniques, while data analysis was carried out by collecting data, reducing data, presenting, and drawing conclusions. The results showed that the learning strategy of Islamic Religious Education teachers in the practice of praying for children with disabilities at SLBN 1 Palangka Raya uses an individual learning strategy consisting of planning, including the preparation of RPP and PPI as well as learning resources. Meanwhile, the implementation, which includes teachers using individual strategies and is face to face, the methods used in learning are demonstrations, lectures, questions and answers, commands, and repetitions, while the media includes prayer videos, pictures about prayer practices, and prayer readings. While teacher evaluation through tests and non-tests.

Keywords: *Learning strategies, children with disabilities, worship practices*

Abstrak :

Proses pembelajaran perlu strategi khusus, apalagi dalam hal ini tentang praktik shalat pada anak berkebutuhan khusus (anak tunadaksa). Oleh karenanya anak tunadaksa memerlukan arahan dan bimbingan dari guru agar sekiranya mampu memahami pembelajaran praktik shalat sesuai dengan kondisi yang dialaminya. Untuk itu tujuan penelitian ini adalah strategi pembelajaran guru PAI dalam praktik ibadah shalat pada anak tunadaksa. Jenis penelitian ini adalah kualitatif dengan pendekatan deskriptif. Subjek penelitian ini adalah guru mata pelajaran PAI di SLBN Palangka Raya, sedangkan informannya adalah kepala sekolah dan siswa tunadaksa, pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, keabsahan data dilakukan dengan menggunakan triangulasi sumber dan teknik, adapun analisis data dilakukan dengan cara mengumpulkan data, mereduksi data, menyajikan dan menarik kesimpulan. Hasil penelitian menunjukkan bahwa, strategi pembelajaran guru Pendidikan Agama Islam dalam praktik ibadah shalat pada anak tunadaksa di SLBN 1 Palangka Raya menggunakan strategi pembelajaran individual yang terdiri perencanaan, meliputi penyusunan RPP dan PPI serta sumber belajar. Sementara itu pelaksanaan, meliputi guru menggunakan strategi individual dan bersifat face to face, metode yang digunakan dalam pembelajaran adalah demonstrasi, ceramah, tanya

jawab, perintah dan pengulangan, sedangkan medianya meliputi video shalat, gambar-gambar tentang praktik shalat, dan bacaan-bacaan shalat. Sedangkan evaluasi guru melalui tes dan non tes.

Kata Kunci: *strategi pembelajaran, anak tunadaksa, praktik ibadah*

INTRODUCTION

In realizing education, of course, it requires a strategy that can create an opportunity for success in teaching and learning activities and of course able to face challenges in the future, because education is a process or activity of teaching students to know themselves that they have potential within themselves (Singh, Steele & Singh, 2021; Mazrur, Surawan & Malisi, 2023). Success in learning activities is determined by a teacher. Teachers in this case are central figures in the learning process so that they are required to have good competence in approaching their students, teachers must certainly pay attention to how to communicate and interact with students (Kim, Raza & Seidman, 2019; Mazrur, Surawan & Yuliani, 2022). Teachers as facilitators try to create and provide a conducive learning environment for their students (Purwanto, Qowaid, Ma'rifatani & Fauzi, 2019). As a motivator, teachers strive to encourage and stimulate their students to be able to do learning actions. Meanwhile, as a guide, teachers carry out the guidance process by trying to get to know their students personally (Gleason, Peeters, Resman-Targoff, Karr, McBane, Kelley, Thomas, & Denetclaw, 2011; Makawimbang, 2011).

Being a teacher is certainly required to be able to create a conducive teaching and learning climate and can motivate students in learning activities. In addition, teachers must also have clear and mature planning and formulation of goals in learning. In a learning process, of course, it will not be separated from the name of planning, children with special needs, Islamic religious education teachers are expected to guide patiently and meticulously in carrying out prayers (Ruzaipah, Munir & Ma'sum Aljauhari, 2020). According to Teery that planning is basically the determination of work that must be done by a group to achieve a predetermined goal. The strategy in this case is also related to determining decisions that must be made by a planner (Wildavsky, 1973; Sanjaya, 2011). As explained earlier, learning strategies are something that must be done by a teacher. According to Kemp that the so-called learning strategy is a learning activity that must be done by a teacher and students so that the expected learning objectives can be achieved effectively and efficiently (Nurdin, 2016; Bajracharya, 2020).

In learning the use of strategy is very important. Without a clear strategy, the learning process carried out will not be directed so that the impact, learning objectives that have been originally set are difficult to achieve optimally. It is the duty of a teacher in trying to choose, establish and develop possible learning methods that can help the ease, speed, and pleasure of students to learn Islamic Religious Education. Thus, it can attract the attention of students to learn it. According to Hawi (2013), Islamic Religious Education is a conscious effort to prepare students to believe, understand, internalize, and practice Islam through guidance, direction, or training activities by paying attention to the demand to respect other religions in relations of interreligious harmony in society to realize

national unity (Suharjo et al, 2020). So, Islamic Religious Education is education whose entire component or aspect is based on the teachings of Islam.

As a teacher of Islam, improving PAI learning is very important for the guidance of students' lives and lives. Moreover, in terms of prayer where prayer is the main thing in Islam. Prayer is one of the obligations decreed by Allah to His servants. Prayer is not just an act but also an inner interaction between Allah and His servants. So, in this case students are expected to understand the meaning of prayer itself (Syaikhu, 2013). Because prayer is related to faith, which is the foundation of a building in Islam, someone who has strong faith will carry out worship in an orderly manner, have noble morals and behave well (Malisi, Fauziyah & Surawan, 2023).

Especially when applied in schools Children with Special Needs (ABK) are schools that are held specifically to educate ABK. This school is referred to as SLB (Special School) and is organized both by the government and by the private sector (Soleha, ningsih & paramitha, 2020). The implementation of school/education for ABK is based on the implementation of article 32 (1) of Law No. 20 of 2003 which states that special education is education for students who have a level of difficulty in following the learning process due to physical, emotional, mental, social disorders, or have the potential for intelligence and special talents (Murtie, 2016). One of the children with special needs is disabled.

People with disabilities are types of people with physical disorders related to motor abilities and some accompanying symptoms that cause a person to experience obstacles in following normal education and in adjusting to the environment (Nurdin, 2016). The main problems of people with disabilities are physical disabilities, defects in the brain, bone, and joint systems that can cause impaired coordination, communication, and adaptation (Smart, 2010). Therefore, a learning child with disabilities will find it difficult to do learning in the form of practice (Ilyas, Effendi, Gistituati & Anand, 2017). One of them is in Islamic religious lessons, namely the practice of prayer. In this case, the teacher plays an important role in explaining how to pray with the physical condition of the disabled child.

In the city of Palangka Raya there are several Special Schools that provide education for children with special needs from kindergarten (kindergarten) to high school, one of which is Public Extraordinary Schools (SLBN) 1 Palangka Raya. SLB 1 Palangka Raya is a school located in Palangka Raya City, RTA Road. Milono Km 2,5 Kelurahan Langkai, Pahandut District. The school accommodates children with special needs by providing services and guidance for children who have certain disabilities. In the school there are children who are mentally impaired, deaf, disabled, and autistic. This study discusses the learning strategies of Islamic Religious Education teachers in the practice of praying for children with disabilities at SLBN 1 Palangka Raya, which is motivated by the different psychological states of children with disabilities consisting of level 1 (mild), which has limitations in carrying out physical activity but can still be improved through therapy. At level 2 (moderate), which is having motor limitations and experiencing impaired sensory coordination. At level 3 (weight), which is having total limitations in physical movement and not being able to control physical

movements (Rahmawati, 2019).

The difference in levels in children with disabilities makes researchers interested in making this study where the strategies used by a teacher are different also according to the levels experienced by students (Kustawan, 2012). In addition, the teacher concerned also has no educational background on how to teach children with special needs (Ni'am, 2016). Researchers chose research at SDLB (SLBN 1 Palangka Raya) because the school, even though in pandemic conditions that do not allow direct learning, learning is still carried out even though it is online. Research conducted at SDLB (SLBN 1 Palangka Raya) is in class II which amounts to 2 (two) people and class III amounts to 1 (one) person who is Muslim. PAI learning for children with disabilities related to the practice of prayer certainly does not require children to perform prayers perfectly like normal children in general. However, learning about prayer is expected to foster children's awareness that they have a responsibility to religion from God to His servants, especially in the obligation of prayer which all Muslims in this world are obliged to do.

Based on initial observations at school, it was found that the delivery of material about prayer services to children with disabilities was not as easy as normal children in general. Children with disabilities need their own patterns according to their individual needs in the PAI learning process regarding the practice of praying. The hard work of a teacher is needed in providing lessons on the practice of praying to children with disabilities at SLBN 1 Palangka Raya.

RESEARCH METHOD

This research was prepared by researchers using a qualitative approach with descriptive research methods. Analysis descriptive is an attempt to tell a problem that exists now based on data, besides also presenting data, analyzing data and interpreting. This approach is cooperative and correlative (Ahmad, 2013). This research produces findings whose achievement does not use statistical procedures or by means of identification (Ghony, 2012). Research with this method is used to examine the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out collaboratively, using inductive analysis and the results of the research emphasize meaning rather than generalization (Ahmad, 2013).

This research place is at SLBN 1 Palangka Raya, with a research period of about 3 months (February-April 2023). The subject of this study was a PAI teacher with data collection techniques using observation, interviews, and documentation (Gunawan, 2014). Data validation techniques use triangulation of sources and techniques, while data analysis techniques use data collection, data reduction, data presentation, and conclusions (Rahmat, 2009; Hardani, 2020).

FINDINGS AND DISCUSSION

Teacher Strategies in PAI Learning

It is not easy for a teacher to invite students to schools with special needs, teachers and schools must be more creative in designing interactive learning methods that are interesting and meaningful for students (Adedoyin & Soykan, 2020; Surawan, Anshari & Sari, 2020). Therefore, PAI teachers at SLBN 1 Palangka Raya have made various innovations so that in the PAI learning process, especially worship material, students can easily understand it. Based on observations made by researchers, various creative models and learning methods were carried out at SLBN 1 Palangka Raya. The research subject in this study was an Islamic Religious Education teacher at SLBN 1 Palangka Raya whose initials were NH. As for the informant himself, he is the father of JDN as the principal at SLBN 1 Palangka Raya and 3 students, namely SNW, RI, and MA. The object of this study is the strategy of Islamic Religious Education teachers in the practice of praying for children with disabilities at SLBN 1 Palangka Raya. The strategy used by PAI teachers in teaching prayer practices to children with disabilities at SLBN 1 Palangka Raya is individual learning which is in accordance with the interview with Mr. NH as follows:

"If the prayer practice strategy, especially for children with disabilities, yes, if I use individual learning strategies. Because right, this learning is face to face. So yes, it is easier to direct it and students are easier to understand too because they can immediately ask if there is something to ask. After all, this is also about the practice of praying, yes where each student with disabilities has their own shortcomings, so yes, for now this learning strategy is the most suitable in my opinion in learning this prayer". (Interview with Mr. NH in the teacher's room, March 10, 2023, at 08.30-09.20 am).

Based on the results of documentation in the form of RPP (Learning Implementation Plan), Mr. N uses individual learning strategies in the RPP (Learning Implementation Plan) used. (Documentation in the form of RPP, March 10, 2021, at 08.30-09.20 am). In addition, based on observations in the field, teachers use individual learning strategies in face-to-face prayer practice materials. Teachers use individual strategies. (Observation on March 22, 2023, at 08.30-09.20 am).

PAI Learning Planning Preparation

PAI learning planning is the most important thing in carrying out the learning process. Without planning, the goals of learning will not be achieved. Learning planning will not be separated from the curriculum used, Learning Implementation Plan (RPP), and Individual Learning Program (PPI) (Permana, 2016). Learning planning applied by PAI teachers for students with disabilities at SLBN 1 Palangka Raya, especially at the elementary level, currently uses a special curriculum. The planning made by the PAI teacher itself is prepared and has been modified with the needs of children, which of course is also adjusted to the current conditions. This is in accordance with the presentation of the interview with Mr. NH which stated:

"Well, in conditions like this, the curriculum we use is a curriculum that is in accordance with the specifics which has been adjusted to the current conditions of students." (Interview with Mr. NH in the teacher's room, March 10, 2023, at 08.30-09.20 am)

According to Jaya (2019), lesson planning is an overview of the steps that a teacher will take in the classroom in the future to achieve the goals that have been set effectively and efficiently. In making plans, a teacher should look at the conditions that occur at this time where learning cannot be done face-to-face. Based on the findings in the field, collected from interviews, observations, and documentation on learning prayer practices for children with disabilities, PAI teachers use the 2013 curriculum which has been adapted to student conditions

In addition, Islamic Religious Education teachers have also created an individual learning program (PPI) which refers to pre-existing RPP by looking at the condition or condition of the student. According to Delphie (2012) in her book "Learning for children with intellectual disabilities" that an individual learning program is a learning program made by class teachers by paying attention to the existence and needs of each student. In the process of its activities, teacher intervention is applied in the form of multifaceted intervention models that are in accordance with the needs of students to be able to achieve the final learning goals in the form of certain targets. Based on findings in the field, the author can conclude that the lesson planning made by PAI teachers before learning is a Learning Program Plan (RPP) as a benchmark in implementing learning. In addition, there is also an Individual Learning (PPI) program to focus more learning on student character. So, in this case with conditions like now teachers can adjust learning to the conditions and character of the student.

Learning resources

Learning resources are the most important thing that needs to be prepared before the teaching process is carried out. The learning resources used by PAI teachers at SLBN 1 Palangka Raya use the 2013 Islamic Religious Education and Ethics Curriculum package book and add other books related to learning prayer practices. In addition, teachers also use videos as learning resources where this video is a video that has been programmed from the Ministry of Religion specifically for PAI learning. This is in accordance with the presentation of the interview with Mr. NH which stated:

"For reference in the practice of prayer, we usually use the PAI package book which is K13 and also added other books that can be used as a guide for prayer practice. In addition to books, we also look at the Channel that has been given by the central religious ministry. So, there is something called PAI Channel in which there are videos that we can use to be able to send to students so that students can practice it at home. So, this channel from the Ministry of Religion is a kind of YouTube in which it is in the form of videos about PAI learning". (Interview with Mr. NH in the teacher's room, March 10, 2023, at 08.30-09.20 am)

The task of PAI teachers in SLB is certainly not easy, especially when talking about learning resources because some students have obstacles, namely the lack of student activity and discipline in using existing learning media (Surawan, Anshari & Sari, 2022). Hafid (2011) said that learning resources are

something that can contain messages that can be presented or used in conveying messages stored in learning materials to be given. Learning resources have a very important role in the teaching process. Because, with this learning resource, it will help teachers to explain to students so that learning goals can be achieved (Sari & Taufan, 2021). Based on findings in the field, the learning resources used by teachers are the 2013 Islamic Religious Education and Ethics Curriculum package books which are supplemented with books related to prayer practices. In addition, teachers also use videos sourced from the central Ministry of Religion to help the learning process in the form of online. So, teachers can easily send it to students during the learning process. From the explanation above, the author can conclude, PAI teachers use K13 package book learning resources which are supplemented with other relevant books. In addition, teachers also use prayer practice videos as learning resources.

Worship Learning Practice Process

The implementation of PAI learning is an important component that must be present in educational activities. Without implementation, learning will not run perfectly. The use and utilization of strategies, methods, media, resources, and tools in learning is the application of the planning design made by PAI teachers (Munir & Aljauhari, 2020). PAI learning in this case will emphasize more on the practice of prayer where prayer is an obligation decreed by Allah SWT to all Muslims who believe. Therefore, learning about prayer worship is very important to be applied to students from an early age (Hasbiyahaturahma, 2017).

Based on the observations of researchers, the implementation of the PAI learning process in the practice of praying for children with disabilities in one meeting, namely 2x30 minutes (time allocation). So, the teacher divides 1 hour of lessons to explain and another 1 hour is used for questions and answers with students. Learning lasts for 30 minutes starting at 07.30-08.00 am then continued from 08.00-08.30 WIB. The learning process begins with an introductory activity, namely, the teacher greeting the students as well as conditioning students to stay during learning (in this case the teacher while checking student attendance). When the students are conditioned, the teacher invites the students to pray for each other. After that, the teacher delivered material about prayer worship by showing prayer readings and videos on how to recite the readings as well as the movements. After the material is delivered, the teacher gives time for students to understand the material. After the comprehension time is over, the teacher immediately gives a brief question.

Based on the data above, a teacher is expected to create active and fun learning and build good interpersonal relationships between teachers and students (Jannah, Surawan & Yusuf, 2022). The method used in learning prayer practices for children with disabilities at SLBN 1 Palangka Raya is a demonstration method. As explained by Mr. NH during the interview is as follows:

"For the practice of praying myself during this pandemic, what I use is the demonstration method in teaching prayer practices to students. But with conditions like today, we can only show videos of prayer practices which are certainly in accordance with the conditions of students. After that it is practiced

directly by students. Of course, we are always accompanied. (Interview with Mr. NH in the teacher's room, March 10, 2023, at 08.30-09.20 am)

Method is important, this is in line with the results of research by Fadli, Mazrur & Surawan (2021) which states that methods affect student learning outcomes and show a positive impact on learning outcomes. Method is a means to find, test, and compile data needed for development (Surawan & Athaillah, 2021). Afandi (2013) states that learning methods are ways or stages used in interactions between students and educators to achieve learning objectives that have been set in accordance with the material and mechanism of learning methods. This effort can be done to improve the quality of PAI learning for children with special needs (Darling-Hammond, Flook, Cook-Harvey, Barron & Osher, 2020; Surawan & Arzakiah, 2022). Based on the explanation above, researchers can conclude that the media used by PAI teachers in praying practices for children with disabilities are prayer videos, pictures about prayer practices, and prayer readings. These media can help students visually to see firsthand examples of how the actual process or practice of praying. So that later when students are told to practice, students can do it with the condition of the student's disability.

Evaluation Process

Sumantri (2015), learning evaluation is a process in learning that aims to improve learning or in other words learning evaluation is a process of collecting data or information, analyzing, interpreting, and providing decisions about information related to learning. With limited circumstances, a teacher in evaluating learning must be in accordance with the ability of students. Moreover, in this case the evaluation carried out is in the form of practical learning. So, a teacher must go the extra mile to assess whether the evaluation of learning carried out works effectively even though it is not as effective as when conducting direct evaluation (Munir & Aljauhari, 2020).

Based on findings in the field that the evaluation of learning carried out by a teacher is a test and non-test. For evaluation in the form of self-tests, the teacher uses two tests, namely the knowledge test and the skill test. In the knowledge test, teachers use google from which to see students' knowledge about prayer. For the skill test, students are asked to make a video of prayer practice and send it to the teacher. Then for evaluation in the form of non-tests, teachers conduct during the learning process (Hafid, 2016; Sulistyarini & Maemonah, 2022).

The evaluation process in SLB is divided into two, namely *first*, the evaluation of learning in children with level 1 (mild) disabilities, namely the evaluation carried out by teachers in MA children with level 1 disabilities (mild), namely when the teacher gives a brief question about how the position of the hands during the initial *tasyahud*. Because MA has obstacles cannot sit or stand and can only lie down. *Second*, evaluation of learning in children with level 2 (moderate) disabilities. That is, the evaluation carried out by teachers in RI children with disabilities level 2 (moderate) is the same as MA, namely during practice. However, the evaluation carried out by the teacher is different from the MA on RI students (moderate limitation), the teacher gives questions about

prayer according to his condition, where RI is difficult to move in the position of his hands and his prayer cannot stand. So, the teacher asked how the position of the hands at the time of *takbiratul ihram* was. In addition, for pronunciation, the teacher also asks how the reading is when prostrating. Because, RI has a disorder in the way of speech that is less clear or slurred.

Evaluation or assessment activities in schools are generally carried out in daily tests, general tests, and final exams. The evaluation is usually carried out simultaneously and the questions are uniform for all students. This is done because it assumes that students in one class have the same or almost the same abilities, thus individual differences barely get attention. Judging from the evaluation system, it is based on norm references so that the average ranking value is a logical consequence of this. However, for children with special needs (Tunadaksa) the type of evaluation given must be in accordance with their level of ability and intelligence in receiving the subject matter (Endarwati, 2011). From the findings in the field, the evaluation of learning carried out by PAI teachers is in the form of test and non-test evaluations. For evaluation, the test is used during the final semester test, while for the non-test itself, it is used during the learning process. Evaluation used by teachers in learning Islamic Religious Education, especially in prayer practices at SLBN 1 Palangka Raya. This means that teachers have used independent learning strategies by going through several stages, namely determining learning objectives, delivering learning materials and assigning independent assignments and conducting evaluations (Komariah, Hamdanah & Surawan, 2021). Based on the above, it can be concluded as follows:

Table 1. PAI Learning Strategy

No	Strategy
1.	PAI Learning Planning Preparation
	Learning resources Worship Learning Practice Process Children with level 1 disabilities (mild)
2.	Evaluation Process
	Children with disabilities level 2 (moderate)

CONCLUSION

Based on the results of data presentation and data analysis on Islamic Religious Education teacher learning strategies in prayer practices for children with disabilities at SLBN 1 Palangka Raya, it can be concluded that the learning strategies of Islamic Religious Education teachers in the practice of praying for children with disabilities who have level 1 (mild) and level 2 (medium) are individual learning and in each child different ways of delivering according to the disabilities of the child. Which when viewed from planning, implementation, and evaluation.

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