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ISLAMIC EDUCATION LEARNING PROCESS FOR HYPERACTIVE CHILDREN IN CLASS IIB SD UNP LABORATORY

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Abstract

This research is motivated by the phenomenon of children with special needs who can learn together with other normal children in the learning process which are called inclusive schools. The purpose of this study was to find out the PAI learning process for hyperactive children at the UNP Laboratory Development Elementary School, including (1) The method used by the teacher in the PAI learning process. (2) Assessment of learning outcomes for hyperactive children. (3) The behavior of hyperactive children and the teacher's efforts to overcome them. This study used a qualitative research method with a descriptive approach. Data collection techniques are carried out by observation, interviews, and documentation. Sources of information in interview techniques are Islamic Religious Education teachers, class teachers, and accompanying teachers for hyperactive children in class IIB UNP Laboratory Development Elementary School. The results showed that: (1) The methods used by PAI teachers in learning were lecture, demonstration, and question and answer methods (2) Assessment of learning outcomes used written test instruments and oral tests. (3) Hyperactive children in class IIB show several behaviors during the learning process. Hyperactive children are not focused, like to scribble on the table, draw, play with objects around them, and cannot sit still. In this case, PAI teachers, class teachers, and accompanying teachers try to overcome each other.

Keywords : Process; Islamic Education; Hyperactive

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INTRODUCTION

Every citizen has the right to education without exception, including children who have disabilities or are known as Children with Special Needs (ABK). This statement is supported by Law Number 20 of 2003 concerning the National Education System in Article 5 paragraphs 1 and 2. It reads: (1) Every citizen has the same right to obtain quality education. (2) Citizens who have physical, emotional, mental, intellectual, and social disabilities are entitled to special education (Depdiknas, 2003).

Children with special needs get equal rights in the administration of education. Not only in special schools, children with special needs can participate in learning with other normal children. Inclusive schools are places or places of education that unite children with special needs with children in general in the learning process (Siswanto & Susanti, 2019).

Until now, all schools are required to accept children with special needs, because the government is legal. The legal basis that supports this statement is Law Number 8 of 2016 concerning Persons with Disabilities. It contains the rights of persons with disabilities, one of which is obtaining inclusive education to access learning at all levels and types of educational facilities (Widodo, 2019).

One of the schools that organizes inclusive education is UNP Laboratory Development Elementary School. There are 14 students with different types of special needs such as autism, hyperactivity, speech delays, and learning difficulties. In carrying out their education, children with special needs participate in joint learning with other normal children in the same class according to their level. One of the lessons that must be followed is PAI subjects.

PAI learning for children with special needs must consider their individual needs, both in terms of physical, cognitive, and socio-emotional. PAI learning should adopt methods, approaches, and materials to facilitate understanding and active participation of children with special needs. For this reason, PAI teachers must prepare carefully so they can maximize learning and obtain the expected results. What is no less important is learning PAI for children with special needs not only to achieve learning outcomes but how the learning process they experience (Junaedi, 2019).

This research focused on the PAI learning process for children with special needs in class IIB with the hyperactive type. Hyperactivity, also known as ADHD (Attention Deficit Hyperactivity Disorder), is a child who has a persistent pattern of behavior. This

behavior is characterized by an attitude of not wanting to be silent, difficulty concentrating, and acting on impulse or impulsively. Hyperactivity also refers to weak self-control, for example making decisions without thinking about the possible consequences (Khasanah, Nurkhasanah, & Riyadi, 2017). Hyperactive children are children who have behavioral disorders, this is caused by the nerves not functioning normally and the main symptom being unable to focus attention (Al Azis, Faizah, & Anwar, 2022).

In the PAI learning process, teachers need patience because there are obstacles that arise. Hyperactive children have difficulty focusing attention during the learning process. Some of the obstacles that arise are challenges for PAI teachers to achieve an optimal learning process. The objectives achieved in this study were to determine the use of the PAI learning method for hyperactive children, the assessment of PAI learning outcomes for hyperactive children, the behavior shown by hyperactive children in the PAI learning process, and the teacher's efforts to overcome them.

METHODS

This study used a qualitative research method with a descriptive approach. According to Sugiyono (2019), qualitative research is research conducted on natural objects, with researchers as key instruments, data collection techniques are carried out in a combined manner, data analysis is inductive, and research results are meaning-oriented. Qualitative research is usually descriptive and uses analysis. Qualitative descriptive research is a research method that utilizes qualitative data, then described it descriptively. This type of qualitative descriptive research describes existing phenomena or facts, both natural and artificial. Data collection techniques are carried out by observation, interviews, and documentation. Sources of information in the interview technique were Islamic Religious Education teachers, class IIB teachers, and accompanying teachers for hyperactive children in class IIB UNP Laboratory Development Elementary School. Data analysis techniques were carried out in three steps, namely data reduction, data presentation, and conclusions. The data validity test was carried out using source and technical triangulation techniques. Triangulation of sources to obtain data from informants. Technical triangulation is through observation and interviews as well as data collection through written documents, archives, historical documents, official records, notes, and personal writings.

RESULTS

The research results that researchers got from the field include:

1. **The method used by the teacher in the PAI learning process for hyperactive children at UNP Laboratory Development Elementary School**

   Based on the results of interviews and field observations, it can be understood that PAI teachers use the same method for children with special needs as other students in the learning process. PAI teachers use lectures, demonstrations, and question-and-answer methods on the material of surah An-Nas. In using the lecture method, the teacher gives emphasis and eye contact to focus the attention of hyperactive children. In addition, the teacher varies by singing together about the material presented to increase children's understanding. For the demonstration method, the teacher sets an example and guides students to read Surah An-Nas with the correct reading laws. After that students are required to memorize it along with the translation and read it forward. In the question-and-answer method, hyperactive children also participate in answering questions asked by the teacher about the material. This method can increase student activity, especially for hyperactive children.

2. **Assessment of learning outcomes for hyperactive children in the PAI learning process at UNP Laboratory Development Elementary School**

   In assessing learning outcomes, teachers use written test and oral test assessment instruments. Based on the results of interviews and observations that researchers conducted in class IIB, a hyperactive child named DA experienced difficulties or obstacles in carrying out tests given by the teacher. DA can carry out tasks like other normal children. It's just that his attention is easily distracted, so he does other things, and the task given is not completed. The results or grades given by PAI teachers to hyperactive children are adjusted to their ability to carry out the tests given.

3. **The behavior shown by hyperactive children and the teacher's efforts to overcome them in the PAI learning process in class IIB UNP Laboratory Development Elementary School**

   In the PAI learning process in class IIB, there is behavior shown by hyperactive children when paying attention to the teacher delivering learning material and doing assignments given by the teacher. Based on the results of the interviews and

observations made, when the PAI teacher delivered the material, the hyperactive child, namely DA during learning, sometimes did not focus and did other things, such as scribbling on tables, drawing, and playing with objects around him. He also couldn't sit still so he walked around in class. In overcoming the behavior of hyperactive children, PAI teachers reprimand and advise if the actions taken are wrong. In addition, the class teacher also gives confidence to the hyperactive children's desk mates to help and provide direction in learning. The accompanying teacher is also responsible for overcoming the behavior of hyperactive children during the learning process.

DISCUSSION

1. The method used in the PAI learning process for hyperactive children in class IIB UNP Laboratory Development Elementary School

This study found three learning methods used by PAI teachers. There are three methods used in learning, namely the lecture, demonstration, and question and answer methods for hyperactive children. The lecture method is a learning method that is used by the teacher by conveying information or learning material by providing explanations directly to students (Hidayat, 2022).

In explaining material to hyperactive children in class IIB, the teacher makes eye contact and more emphasis on the aim of focusing the attention of hyperactive children on the teacher during the learning process. In addition, the teacher also varies the lecture method with singing to attract students' attention and increase students' understanding, including hyperactive children. This is in line with the explanation of Sumiati & Asra (2019) in their book, regarding the implementation of the lecture method, namely providing an explanation of the material, placing emphasis on conveying certain information, and varying the lecture method with other methods. The learning method used by PAI teachers is demonstration.

The demonstration method is a learning method that involves direct examples of the concepts that will be taught by the teacher to students. PAI teachers use demonstration methods on surah An-Nas material by exemplifying and guiding students to read them with the correct reading laws. Students are required to memorize along with translation. They were asked to practice in the future after the

teacher gave an example. The application of the demonstration method can stimulate student responses, especially for hyperactive children (Halwing, 2021).

In addition to using lecture and demonstration learning methods, PAI teachers use the question-and-answer method. According to Ahyat (2017), the answer method involves the teacher asking questions to students, both individually and in groups. Students are expected to be able to answer the questions posed with the understanding and knowledge they have received before. In addition, the teacher also provides opportunities for students to ask questions. PAI teachers carry out questions and answers to all students, including children with special needs in class IIB. Hyperactive children participate in answering questions given by the teacher.

2. Assessment of learning outcomes for hyperactive children in the PAI learning process in class IIB UNP Laboratory Development Elementary School.

In this section are research findings regarding the assessment of hyperactive children's PAI learning outcomes. The assessment of learning outcomes for children with special needs is the same as for other students in class IIB. Researchers found two types of student learning outcomes assessment instruments, namely written tests and oral tests. The written test is a test carried out by students by answering questions or questions in writing. Written tests can take the form of objective and non-objective tests. Objective tests are questions whose answers have been prepared, so students only need to choose the correct answer. Examples of objective tests in the form of multiple choice, true-false choice, matching, and short entries. Meanwhile, non-objective tests are questions that must be answered by students in the form of descriptions (Zamzania & Aristia, 2018).

The PAI teacher gives a written test in the form of multiple-choice questions and short answers. The difference in the implementation of the assessment of learning outcomes for children with special needs with other students is that they provide leeway in working on tests or assignments. Hyperactive children experience several obstacles in doing the task. Hyperactive children can do the tasks given by themselves, but their attention is easily distracted, so they do other things, and the tasks given are not finished. In addition to written tests, PAI teachers also give oral tests for hyperactive children along with other students. An oral test is a test that is carried out by giving questions or questions orally (Warsah & Habibullah, 2022).

In practice, PAI teachers assess learning outcomes in class IIB by using an oral test in the form of memorizing surah An-Nas and its meaning. Hyperactive children can take oral tests but are constrained by their limitations. So that the teacher assesses them according to their abilities.

3. **The behavior shown by hyperactive children and the teacher's efforts to overcome them in the PAI learning process in class IIB UNP Laboratory Development Elementary School.**

In this study, there was behavior shown by hyperactive children during the learning process. Hyperactivity is an abnormal behavior disorder, caused by nerves that cannot function normally and the main symptom is not being able to focus attention (Al Azis et al., 2022). When PAI learning took place in class IIB, there were several hyperactive children's behaviors shown. When the teacher delivers material or gives assignments, hyperactive children have difficulty concentrating on learning activities or doing other things, such as scribbling on tables, drawing, and playing with objects around them. In addition, he couldn't stay still in his seat, so he walked around the class during the learning process.

This is in line with the opinion of Kusumaningtyas (2010) in his book, which says that hyperactive children usually show high physical activity, impulsive behavior, and difficulty focusing and maintaining attention in assignments and other learning activities. In addition, hyperactive children tend to find it difficult to sit still. To overcome some of the behaviors shown by hyperactive children, PAI teachers do is give directions and give warnings, and advise if the actions taken are wrong. Apart from PAI teachers, class teachers, and accompanying teachers also try to deal with the behavior of hyperactive children in class IIB by giving special attention, being assertive, and asking for help from other students to direct hyperactive children during the learning process.

CONCLUSION

In the PAI learning process for children with special needs types of hyperactivity in class IIB, the teacher uses lecture, demonstration, and question-and-answer learning methods. In using the lecture method for teaching, PAI teachers provide emphasis, eye contact, and vary the method by singing. In using demonstration and question-and-answer

methods there is interaction between the teacher and hyperactive children so that children are actively involved in learning even though they have limitations. The form of assessment of learning outcomes for hyperactive children is carried out using written tests and oral tests. What makes the difference in assessing the learning outcomes of hyperactive children with other students is the leeway for hyperactive children in doing assignments and the grades given by the PAI teacher according to their abilities. The behavior shown by hyperactive children is not focused and doing other things such as crossing the table, drawing, and playing with objects around them. In addition, he couldn't stay still in his seat, so he walked around the class during the learning process. The PAI teacher's efforts in dealing with hyperactive children's behavior are to provide direction and advise them if the actions taken are wrong. Apart from PAI teachers, class teachers, and accompanying teachers are also trying to deal with the behavior of hyperactive children in class IIB.

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