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IMPLEMENTATION OF INCLUSION-BASED PAI LEARNING TO LEARNING DISABILITY STUDENTS IN CLASS III SD UNP LABORATORY DEVELOPMENT

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Abstract

Islamic Religious Education for children with special needs is of course very necessary so that they can carry out religious law and fear Allah SWT. Teaching Islamic religious education to students with special needs has difficult challenges and is full of challenges. Because teachers must also be required to be able to combine inclusive classroom conditions with normal students. Besides that, efforts to achieve efficiency and effectiveness in achieving the goals of Islamic Religious Education certainly also need the right learning strategy. This study aims to determine the learning strategies used by PAI teachers in dealing with Learning Disability students in class III SD Pembangunan Laboratorium UNP. The research method used uses qualitative methods with descriptive qualitative research types. Data collection techniques using the method of observation, interviews, and documentation. The results of this study are that in SD Pembangunan Laboratorium UNP in class III still uses the 2013 curriculum. In teaching PAI teachers adjust learning methods to the needs of students by using the lecture and question and answer method. According to PAI teachers, this is because their only obstacle is learning, not listening. Besides that, PAI teachers prioritize service aspects in implementing PAI learning such as talking to children, providing meaningful experiences, and having adaptive behavior with Learning Disability students.

Keywords : Children With Special Need, Learning Disability, Islamic Education Learning

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INTRODUCTION

Islamic Religious Education is a conscious effort that includes giving, practice, habituation, and development activities carried out by Islamic Religious Education teachers in a structured manner so that students can develop their faith (Ahyat, 2017). For this reason, it is very important to study Islamic Religious Education so that they can carry out religious law and fear Allah SWT. There is no specificity and no reason why not study Islamic religion, anyone may study Islamic Religious Education including children with special needs (Zulaikhah, Dinda, 2020). Children with special needs are children with special characteristics that are different from children in general who have barriers to learning and development so they need appropriate educational services (Maftuhatin, 2014).

Implementation of Islamic religious education (PAI) is the responsibility of parents, society, and government. And educators as one of the main executors in realizing the goals of religious education (Das & Tenrijaja, 2018). Besides that, efforts to achieve efficiency and effectiveness in achieving the goals of Islamic Religious Education certainly also need appropriate learning strategies designed by the teacher (Rohmah, 2014). Because the better the lesson plans are prepared, the better the possibility of student learning outcomes in achieving learning goals as evidenced by the assessment of learning outcomes (Muhammad, Syukri, 2023).

The existence of an inclusive school as a place for children with special needs to be able to feel the same rights and obligations in receiving education is clear evidence that equality must be realized not discriminated against. The concept of implementing inclusive education is not only beneficial for students with special needs but also makes a positive contribution to the character development of students who do not have special (regular) needs (Murniati, E., & Anastasia, 2016). Therefore inclusive schools can be interpreted as a place that provides access to all students with special needs to be able to have rights and opportunities to learn regardless of limitations.

One of the formal educational institutions that are members of an inclusive school is the UNP Laboratory Development Elementary School (SD), which is located in the Padang State University Complex (UNP) sub-district in West Air Tawar, Padang City. There are 14 students with special needs in SD Pembangunan Laboratory UNP, namely learning disabilities (K), Autism (Q), and Hyperactivity (H). Some of the most numerous

children with special needs are in class III with a total of four students, namely with Learning Disabilities or learning difficulties. Children with special needs Learning Disability in children is very closely related to the achievement of low learning outcomes in terms of academics and daily activities as evidenced by the emergence of behavioral disorders (misbehavior) (Ratnawati, 2017). Behavioral abnormalities exhibited by Learning Disability students such as fear, silence during class, crying easily, difficulty mingling with peers, and shouting in class. In addition, Learning Disability children in grade III tend to be included in the category of difficulty in reading and writing and low learning abilities. This can be seen from the inactivity of Learning Disability students when studying compared to normal students. And also Learning Disability students find it more difficult to focus on participating in learning and can only focus on themselves and their fellow Learning Disability children. In PAI learning, the teacher also strives for maximum learning objectives to be achieved by developing learning plans or strategies to match and balance learning between normal students and Learning Disability students. The reason is that time is limited and teachers cannot fully accompany Learning Disability children in class individually. However, apart from that, PAI teachers always try their best so that all students can be reached by creating learning strategies that support the needs of students with special needs in class III, especially Learning Disabilities. The selection of learning methods and those that adjust the material is of course supported by approaches that also adjust so that learning is more meaningful. Based on initial interviews, it was found that the curriculum used in inclusive schools was still equated with children with special needs, namely the 2013 or K13 curriculum.

In practice, almost every PAI teacher uses the lecture and question-and-answer learning method because this method is considered suitable for reaching the needs of children with special needs. Even though Learning Disability students tend to be less able to follow the full class atmosphere, PAI teachers always provide the best service by designing strategies that adapt students' conditions to learning. Behind it all, school readiness in implementing inclusive education services must put aside the obstacles faced by some teachers and improve teacher abilities because inclusive education services in each of these elementary schools will continue to be implemented. Learning strategies for children with learning disabilities need to be designed according to their needs considering their limitations in learning so that Islamic education teachers can adapt to students' needs by providing interesting and fun learning. Several things need to be considered in planning

learning strategies in dealing with students with Learning Disabilities, such as:

1. Curriculum

   The curriculum is a guideline in the form of a device that is used as the basis for implementing education (Nuniek, Rahmatika, 2020). The curriculum between children with special needs and normal children in inclusive schools is still the same, meaning that both the learning tools are still the same and the difference lies in the services that adapt to the needs of children with special needs.

2. Learning Methods

   The learning method is a way or path used by a teacher to make it easier to achieve effective and efficient learning objectives as expected (Ahyat, 2017). Learning methods that are often used by teachers in dealing with students with Learning Disabilities:

   a. Lecture method

      The lecture method is an interaction between the teacher and students through verbal or verbal communication tools (Amaliah et al., 2014). For children with special needs Learning Disabilities using the lecture method is an effective way because their limitations are not limited to their sense of hearing. So that in the lecture method, the teacher needs to have special skills in managing the class so that Learning Disability students and other normal children can follow the lesson carefully.

   b. Question and answer method

      The question and answer method is one of the methods in which the interaction between teachers and students gives feedback to each other. The question-and-answer method can be used as a solution for Learning Disability students so that student learning outcomes and stimulate students to be more active in the learning process (Abdika, Yayan, 2019).

3. Learning Approach

   The learning approach is interpreted as the teacher's activity in choosing learning activities. Each of these learning approaches has certain characteristics and differs from one another according to the function and purpose of each approach (Lutvaidah, 2015). For students with Learning Disabilities, the approach is to prioritize students who are active in maximizing learning because students with reading and writing disabilities need special assistance to understand the subject matter.

4. Provision of Special

Services Understanding the learning of Islamic Religious Education will be more meaningful to students with special learning disabilities if students understand the values contained therein. In achieving the goals of Islamic religious education as a whole, teachers must also apply concrete actions in the form of behavior as a form of special services for students with special needs that are tailored to their abilities and potential (Rosyida & Zaenullah, 2020). For example, teachers in PAI learning simplify material according to their abilities (Ratnawati, 2017). Teachers who teach children with special needs must be more sensitive in seeing the conditions and situations of their students. In addition, special services for Learning Disability students can also be provided by motivating students with special needs to want to study with enthusiasm. (Agung, Setyawan, 2020).

METHODS

The form of this research is qualitative research. This research was carried out in conditions that occurred where the results of qualitative research emphasized more on the actual meaning/data that appeared (Sugiono, 2021). This type of descriptive research, it is research that describes an object, phenomenon, or social setting as outlined in narrative writing (Anggito Albi, 2018). In this study what will be observed is the Implementation of Inclusive-based PAI Learning for Learning Disability students in Class III SD UNP Laboratory Development. Determining the right data collection technique determines the scientific truth of a study. Data collection techniques used in this study are:

1. Observation

   Observation is one of the empirical scientific activities that base field and text facts, through sensory experience without using any manipulation (Hasanah, 2016).

2. Interview

   Interviews are a technique for collecting data by predicting future behavior directly orally by asking specific questions (Karmanah, 2023).

3. Documentation

   Documentation is a data collection technique that supports facts with written evidence to find data regarding matters or variables in the form of magazines, notes, snippets, transcripts, newspapers, inscriptions, and so on (Sugiono, 2021).

In conducting data analysis, efforts were made to group, equate the same data and distinguish data that were indeed different, as well as set aside in other groups data that was similar, but not the same or better known as the Miles and Huberman data analysis technique, namely: Data collection (data collection), data reduction (data reduction), data presentation (data display), and concluding (verification).

RESULTS

Education cannot be separated from the learning process, while things that support the learning process are classroom facilities, teaching aids, methods, and learning resources which are combined into one, namely learning strategies. Teaching children with special needs such as Learning Disabilities is certainly different from teaching normal children in general. Because the teacher must adjust the needs of students by looking at the understanding of the obstacles both visual, intellectual, and motor.

In the learning process, the teacher as much as possible chooses learning methods that suit the needs of students with Learning Disabilities. Their limitations are in terms of inability to follow learning. Thus, PAI teachers must also be able to adapt their conditions to learning materials with learning strategies. In the material "The Prophet Muhammad as a role model" PAI teachers in the implementation of learning use the lecture method and the question-and answer method. Based on the results of an interview with Mrs. Sulfitri Dewina a teacher in the field of Islamic Religious Education (PAI) on 13 July 2023, she stated clearly that:

> *"Mother often uses the lecture learning method and also uses learning media through watching videos. Because Alhamdulillah, the facilities here can accommodate and adjust children's children, so you just take advantage of it. Apart from that, of course, the approach is that the mother herself is more of a teacher because the mother also has to embrace the presence of children with special needs in the class and so the mother has to be more active than the children because if the mother is active the children will also join in the enthusiasm for learning and according to the mother to effect on children with Learning Disabilities".*

From the results of observations on July 12, 2023, the PAI teacher started learning by explaining material about being independent and confident and giving examples in everyday life. After explaining the material, the PAI teacher asked students about what they understood just now. And it can be seen that several students answered questions from the

PAI teacher and the Learning Disability students looked just indifferent because they did not understand what the PAI teacher meant.

In the next observation, the PAI teacher repeated the previous meeting material by asking about the material that had been studied last week. After that, the PAI teacher explained the material about self-confidence and exemplary behavior that could be imitated and occasionally the PAI teacher asked students. The PAI teacher also asked Learning Disability students, namely Siti Naurah, about the name of the Prophet Muhammad's wet nurse. But Naura was a little confused in answering. On the first attempt he only answered "ha..ha", but the PAI teacher also helped by giving clues to the next letter. Even so, it was finally the PAI teacher who completed Naurah's answer, namely "Halimah". After that, the PAI teacher continued the discussion of the material by watching the second part of the video about the story of the Prophet Muhammad.

DISCUSSION

In learning, each student has characteristics in learning that require the teacher to be able to adjust learning to the needs of students. Especially in class III, there are four students with learning disabilities or learning difficulties where not all learning strategies are suitable for all children with special needs. The inability of children with special needs with physical or mental limitations requires special treatment for each student. The learning process of Inclusion-Based Islamic Religious Education at SD Pembangunan Laboratory UNP is carried out by inclusive learning guidelines with a regular class education model.

In this case, of course, teacher professionalism is needed and many things need to be prepared, especially the strategies used by teachers when teaching Islamic Religious Education in inclusive classes. The strategy is very important because it is used as a guide in the learning process. After all, without the right strategy to be used in inclusive schools, the objectives of maximum Islamic Religious Education will not be achieved.

This is in line with the opinion according to Nasution, namely, strategy is an approach that becomes a guideline in conveying material in a systematic manner that combines methods, media, and activities used by educators in learning activities (Hanafy, 2014).

As the results of interviews that have been conducted by PAI teachers say that in carrying out learning many methods can be used in the learning process which will support and facilitate the learning process to make it more interesting and easy to understand. But not all methods are suitable for use by children with special needs. The methods used by teachers in the PAI learning process are the lecture method and the question-and-answer method with the Teacher-Centered approach. Using the lecture method in the classroom can help directly because the hearing of Learning Disability students is still functioning properly and is constrained in reading and writing. Interview data show that this method is used in the first material, namely about the exemplary nature of the Prophet Muhammad SAW, which in this material is not only cognitive but also affective. So that the inculcation and formation of morals from the example of the Apostle can be applied in daily life properly and indirectly as a solution to making it easier for teachers to instill Islamic values in students with learning disabilities. In addition, PAI learning also collaborates using media such as audio-visual in the form of watching the story of the Prophet Muhammad using an LCD projector. Because according to the PAI teacher, learning will be more interesting if it is delivered interestingly so that learning will be easy to understand for children with learning disabilities. In the learning process, a teacher must have expertise in managing learning. This is in line according to Wela Oktari that learning management must be adapted to the situation in the learning environment because it supports the learning process so that the learning process will become more interesting because the convenience of learning will support learning activities (Wela, Oktari, 2020).

When the teacher arranges lesson plans, the teacher must also be prepared in all respects to deal with students with special needs in inclusive schools because different learning environments must of course be embraced together rather there is no inequality. This is in line with Maftuhatin's opinion that the implementation of learning activities is the main thing and the determinant of progress, namely the professionalism of a teacher in teaching. A teacher is not only required to prepare material but also must be prepared in all respects, namely being able to make learning conditions more lively, and not boring, on the other hand, students are also better prepared and should not underestimate any lesson (Maftuhin & Fuad, 2018). In PAI learning material on the exemplary nature of the Prophet Muhammad SAW it was found that PAI teachers in setting strategies also put forward several aspects of service in dealing with children with special needs and Learning Disabilities, namely:

1. Talking with children, namely interacting in the form of inviting children to participate in simple questions and answers regarding the content of the material.
2. Make the child's experience meaningful. Students with special needs will understand something better if they have meaningful experiences by presenting interesting videos about the story of the Prophet Muhammad that have never been shown before.
3. Adapting behavior to children. Adaptation to the conditions of children with special needs in question is in the form of adjusting learning programs for children with special needs. However, children with special needs are children who have differences from other children, so learning and treatment programs for children with special needs need to be adapted to their characteristics. This is in line with the principle of implementing inclusive education according to Murniati who explains that in the implementation of inclusive education, several general principles must be understood that inclusive education is friendly education, and as optimal as possible development that education must be endeavored to adapt to the child's condition (Murniati, E., & Anastasia, 2016).

CONCLUSION

In learning PAI teachers always strive for the best in learning that is structured through learning strategies. The curriculum used in the UNP Laboratory Development Elementary School inclusive school in class III still uses the 2013 or K13 curriculum. In dealing with Learning Disability students in the first material, namely the Prophet Muhammad SAW, the PAI teacher used the lecture and question and answer method. This is done because the limitations of Learning Disability students are in terms of reading and writing so that PAI teachers can approach them in a way that is more dominant than Learning Disability students. Apart from that, PAI teachers also always strive for service aspects in meeting the needs of Learning Disabilities such as simplifying learning materials so that Learning Disabilities students can still take part in learning in class with other normal friends as well. And collaborating learning to make it fun by adding video learning media in the first material. The impact is, even though Learning Disability students cannot fully understand learning material because learning time is also limited, PAI teachers always seek an individual approach as well by providing inclusion services to Learning Disability students in class III.

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