

## THE CHALLENGE OF TEACHING ISLAMIC RELIGIOUS LEARNING FOR INTELLECTUAL DISABILITY STUDENT

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### Abstract

This research aimed to describe the challenge of teaching Islamic religious learning for intellectual disability student in special school at Sukoharjo district. This research uses qualitative research methods with a research focus that the difficulties that often experienced by teachers when teaching Islamic religious learning for intellectual disability students, and teachers strategies to resolve it. The research subject in this research is Islamic religious teachers in every special school in Sukoharjo district. Data were collected through interviews and observation techniques. Data were analyzed through data collection, data reduction, data display, and conclusion. The result showed that teachers experiencing difficulties when teaching material of reasoning, abstract, memorization, and recognition hijaiyah letter. Therefore, teachers should collaborate on some models, methods, and learning media to convey the subject matter so that the learning objectives can be achieved optimally.

**Keywords:** Challenge, Islamic religious learning, intellectual disability student.

### Abstrak

*Penelitian ini bertujuan untuk mendeskripsikan tantangan dalam mengajarkan pelajaran agama Islam bagi siswa tunagrahita di SLB Kabupaten Sukoharjo. Penelitian ini menggunakan metode penelitian kualitatif dengan fokus penelitian berupa kesulitan yang sering dialami guru ketika mengajarkan pelajaran agama Islam bagi siswa tunagrahita, dan cara guru untuk mengatasi hal tersebut. Subyek penelitian yakni guru agama Islam tingkat dasar di masing-masing sekolah. Pengambilan sampel sebagai subyek penelitian menggunakan teknik non-probability sampling tipe purposeful sampling. Peneliti melakukan wawancara semi terstruktur kepada subyek penelitian dan observasi langsung keberlangsungan kegiatan pembelajaran agama Islam. Data yang diperoleh dianalisis melalui pengumpulan data, reduksi data, display data, dan menarik kesimpulan. Kesimpulan disajikan dalam bentuk teks naratif berupa catatan lapangan. Hasil penelitian menunjukkan bahwa guru mengalami kesulitan dalam mengajarkan materi yang bersifat abstrak, hafalan, dan pengenalan huruf hijaiyah. Oleh karena itu guru harus mengkolaborasikan beberapa model, metode, dan media pembelajaran untuk menyampaikan materi pelajaran. Hal ini dilakukan agar tujuan pembelajaran bisa dicapai dengan maksimal.*

**Kata kunci:** Tantangan, Pelajaran agama Islam, Siswa tunagrahita

### INTRODUCTION

Religion has a very important role in the life of humanity in creating a meaningful life, peace, and dignity. Realize the importance of the religion role in human life, then provision of religious learning given in the school since basic class. In Indonesia, there are some beliefs or religious affiliations of by the society, therefore the study of religion is granted adapts to beliefs held by students, one of which is the learning of Islamic religious for Muslim students.

Islamic religious learning is a subject that teaches students how to act religiously as God's

creatures. Islamic religious learning is a process of tutoring students about the stage of physical development, spiritual and personal sense to the formation of a Muslim. Through Islamic religious learning, students are expected to be proud to have all aspects of personality imbued with the teachings of Islam. Islam is the teachings that include aqidah or belief and Shari'a or law. Therefore, the purpose of Islamic religious education is "shaping Muslim personality like a personality that the whole aspect inspired by the teachings of Islam" (Zuhairini dkk, 1995: 159). Islamic religious learning is a compulsory subject in every school, either in regular school, inclusion, and special schools in each level of education which includes the initial level, basic level, advanced level, and the upper level. Islamic religious learning that taught in a special school is different from the learning in regular schools, in special schools Islamic religious learning taught by adjusting the characteristics and specificities which each student. One of them is the students who have an intellectual disability.

Intellectual disability is the condition of a person where the development of intelligence is experienced obstacles and it does not reach the optimum stage of development. They have weaknesses in some ways like in studying the information and skills to adjust the problems and life situations, abstract thinking, difficulty in taking care of themselves in society, limitations of the languages, and a few other things. According to Kemmis and Rosnawati (2013:22), someone who experienced intellectual disability is experiencing difficulties to be able to think abstractly, any study must be related to concrete objects, weak long-term memory, difficulty in thinking and difficulty developing his ideas. Additionally, Choiri and Yusuf (2009: 56) also state that intellectual disability refers to general intellectual is significantly below the average. They experience obstacles in behavior and adjustment that occurs during development.

Although they have various limitations, intellectual disability student retains the right to an education like other normal students such as academic education, vocational education and Islamic religious education for intellectual disability student whom Muslim. The essence of Islamic religious learning in special schools emphasize on balance, harmony, and suitability between human's relationship with Allah SWT, human relationships to other people, human relationship with himself, human relationship with the natural surroundings. The subject matter of Islamic religious learning taught in special school includes the Qur'an, faith, Moral, Fiqh, and history of Islam.

Specificity of intellectual disability student gives a challenge for Islamic religious teacher in delivering course material to them. Not all the material can be accepted students directly. Therefore in this research, the researcher focused on knowing the difficulties that often experienced by teachers when teaching Islamic religious learning for intellectual disability students at the basic level in a special school in Sukoharjo district and the way to resolve those difficulties.

## **RESEARCH METHOD**

This research examines the challenges of teaching Islamic religious learning for intellectual disability students by Islamic religious teachers. This research was conducted in five (V) special schools in Sukoharjo district, that are SLB Negeri Sukoharjo, SLB BC YPALB Langenharjo, SLB YSD Polokarto, SLB BC Hamongputro, dan SLB ABC Tawang Sari. The research method used is qualitative research that is a way that more emphasis on the in-depth understanding of the problem. According to Creswell (2008:46) qualitative research is types of research where researchers rely heavily on information from participants through a wide scope, general questions, data collection consists largely of words of the participants, describe and analyze the words - words and conduct research subjectively. As according to Gay (2006: 399) qualitative research is a collects, analysis, and interpretation of comprehensive narrative in visual data to gain insight into a particular phenomenon of interest. The subjects in this research are Islamic religious teachers at special schools in Sukoharjo district. Selection of research subjects is using

non-probability sampling techniques types of purposeful sampling, that is selecting a sample based on the characteristics possessed by the subjects in accordance with the purpose of research to be conducted (Herdiansyah, 2010:106). Data were collected through interviews with subjects and observation techniques. Interviews were conducted with Islamic religious teachers in-depth with form semi-structured interviews, which is the implementation of the interviews using open questions with a predetermined theme, flexible, referring to the interview guide aiming to find problems more explicitly and understand the phenomenon. Whereas the observations are made directly at the time when Islamic religious learning is in progress in each school. The data is analyzed by using the interactive model of data analysis techniques by Miles & Huberman (Herdiansyah. 2010: 164), which consists of four stages, are: 1) data collection, 2) data reduction, 3) data display, and 4) conclusion.

## **FINDINGS AND DISCUSSION**

### ***Findings***

Based on interviews and observations that have been held in SLB Negeri Sukoharjo, SLB BC YPALB Langenharjo, SLB YSD Polokarto, SLB BC Hamongputro, dan SLB ABC Tawang Sari, researchers obtain the results are almost the same in every school. Overall the challenge experienced by teachers when teaching Islamic religious learning to intellectual disability student is when teaching material of memorization like memorizing Quranic verses that frequently used in daily life such readings in prayer, Alfatihah, Quranic short verses, Asmaul Husna, the prayer of daily activities, and so forth. In addition, teachers also experiencing difficulties when teaching hijaiyah letters and its punctuation, last long learning and require repeated on each lesson. This is of course due to the low level of intelligence of intellectual disability students and other characteristics that they have so that teachers are required to be more creative as collaborating on models, methods, and learning media in a meeting in the hope that the learning objectives can be achieved optimally. A description of the research results that have been obtained is described as follows:

### ***The difficulties that often experienced by teachers when teaching Islamic religious learning for intellectual disability students.***

When teaching Islamic religious learning to intellectual disability students, there are few difficulties faced by the teachers there due to internal factors or external factors or both internal and external factors. Internal factors experienced which derived from the condition of intellectual disability students and their characteristics and specificities such as low levels of intelligence, difficulty concentrating, difficulty in abstract thinking, lack of long-term memory, and so on and it is causing some of the subject material could not be understood directly by students. The subject material that takes a long time to teach is the material related to memorization like memorize reading the prayer, daily prayer, names of the angels and the Prophets, Asmaul Husna, and so on. In addition, they are also difficulties when understanding the material that is abstract such as the application of religious norms (attitude commendable and despicable attitude) in daily life. In this case, they need a concrete realization for the application of those attitudes. In addition, teachers also experiencing difficulties when introducing hijaiyah letter along with its punctuation and reading law. Intellectual disability students still often forget the name of hijaiyah letter. But when they were told about the history of prophecy, they were very enthusiastic, it's just that sometimes they easily forget the names of characters and storylines that exist in the story.

### ***Teacher strategies to resolve the difficulties that often experienced in teaching intellectual disability students.***

To resolve some of the difficulties when teaching students with intellectual disability, teachers use a variety of approaches in presenting the material that will be studied. One of which is

teachers incorporate a variety of learning approaches. For example, in teaching the material that is memorization like reading a prayer, prophet's name, angel's name, asmaul Husna, and so on teachers teach that material while singing with the purpose through singing such material can be memorized by students. Singing is done repeatedly until the students are completely memorized. For the subject matter of the history of prophecy or other history teachers used to present the subject with storytelling accompanied by pictures, so that through hearing stories and seeing pictures students can remember the theme, plot, and characters of the story. As for the subject matter relating to the application in daily life like activities doing the wudhu, prayers, and so on teachers teach through direct practice by giving examples and explanations of the material being studied. For an introduction hijaiyah letters and its punctuation with the reading law, teachers through activities of reading Iqro ' on each child this is done routinely at every Islamic religious learning. In addition, in order that the subject matter understood well, teachers adjust the theme of learning with the state or condition that is happening (conditional). Sometimes teachers also teach it with playing games like ask each other about the subjects and give an answer between teachers and students. Sometimes teachers ask the questions and students respond it and sometimes otherwise. Overall there are several ways in teaching the subject matter in Islamic religious learning for intellectual disability students, such as with lectures, direct practice (demonstration), singing, storytelling, guess materials games, and so on. The use of these approaches adjusted to the subject matter that being studied.

### ***Discussion***

Basically retarded children have a low level of intelligence or below average and require different services in daily activities, whether of academic aspect, vocational aspect, the social aspect and any other aspects. As described by Effendi (2006: 98) intellectual disability children tend to have the ability to think the real thing and difficult to think of abstract thing, difficulty in concentration, limited social skills, unable to understand difficult instructions, less able to analyze and assess the incidence encountered, and the highest performance areas of reading, writing, counting no more than a normal child at third and fourth grade. Wijaya (2013: 21) also argues that intellectual disability as individuals who have the intelligence ay significantly below average and is accompanied by the inability to behavioral adaptations that arise during development.

As God's creatures intellectual disability students are also obligated to worship God like his another creature. They limitations are not the reason to not worship in Allah SWT. Therefore, they also reserve the right to receive in respect of religious learning so that they could be a religious human being. This has been realized by the school through the Islamic religious learning.

According to Islamic religious teachers who teach students with intellectual disability in a special school, there are some things that become obstacles in the achievement of learning objectives that have been determined. Special characteristics of intellectual disability students became one of the causes the failure to achieve learning objectives that have been determined. There are some things that are often faced by teachers when teaching students with intellectual disability, such as the condition of students who easily forget so the teacher should review the materials that have been studied in order it can last long in the memory of the students. In addition, students also had difficulty in memorizing some reading and prayer which is often done in daily life. For example, memorize the order of the prayer movement, memorize the reading prayers, memorize the order of doing the wudhu, memorize the names of hijaiyah letters, and several other memorization subjects. So that teacher anticipates it with invite students to memorize while singing and doing it repeatedly until the child memorized it completely and understand the subject being studied.

The use of learning media that are audio, visual and audio-visual media is also done by teachers, such as using images media relating to the subject matter, listened and watched the video about the history of prophecy, and so forth. When teaching the practical subject teacher gives examples

(modeling) and students demonstrate it. This is done so that children are accustomed to practice and become they regular habit. To introduce subjects related to the introduction of such reasoning, commendable attitude and reprehensible, the resolution of a situation or event, and so on teacher gives examples based on students daily life experienced and guide them to seek settlement of that situation. Basically, the use of the approach in teaching Islamic religious learning using a simple strategy that is associated with the experience of intellectual disability students.

Islamic religious learning that conducted for intellectual disability students presented by using a diverse approach and adjusted the subjects and conditions of the ongoing environmental situation. The use of varied approaches expected subjects that submitted by a teacher or being studied can be understood by students and could attract the interest and attention of students to keen on learning activities.

Based on the results of research and discussion known that the challenges of teaching Islamic religious learning to intellectual disability students are facing the difficulties experienced by students due to the characteristics and specificities their own. Therefore to solve it the teacher uses a variety of approaches when teaching intellectual disability students and adjusted it to the theme or subjects of learning and the ongoing situation.

## **CONCLUSION**

Islamic religious learning is a process of tutoring students about the stage of development of the physical, spiritual and mind toward the establishment of individual Muslim. Islamic religious learning that taught in a special school adapted to the characteristics and specificities of every student. According to Islamic teachers who teach students with intellectual disability, the challenges of teaching Islamic religious learning for intellectual disability student is when teacher want to teach them the material about memorization, reasoning, and abstract. This is course due to their characteristics and specificities. Therefore, in order that the subject can be understood by students with intellectual disability, then teachers collaborate on some models, methods, and learning media in one meeting with the hope that the learning objectives can be achieved optimally. In addition, to resolve the situation of intellectual disability students who often forget the subject matter that has been studied before, teachers provide the first 5 to 10 minutes of learning to review the matter at the previous meeting. This can be done by telling stories, singing, simple practices, and so on.

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