



Islamic Religious Education Strategy for Children with Visual Impairments

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Abstract:

The learning strategy aims to realize the efficiency and effectiveness of teaching and learning activities for students, including children with special needs for the visually impaired. Teachers must strive so that students can receive the material well using the right strategy. This research aimed to determine the learning strategy of Islamic religious education for visually impaired children with special needs at SLB Negeri Banjarnegara and determine the supporting and inhibiting factors in the learning process of Islamic religious education. The research uses a qualitative research approach. Data were collected through observation to obtain sufficient data. Then conducted, interviews with related parties to support the data. Documentation is carried out for the data to be more valid. After all the data has been collected, data analysis is carried out by reducing the data, presenting the data and drawing conclusions. The results of this study showed that the learning strategy of Islamic religious education, which was applied to children with visual impairments at SLB Negeri Banjarnegara, used direct instruction strategies by applying lecture, discussion, and question-and-answer methods.

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Introduction

Education is the right and obligation of every individual to develop and utilize all the potential that exists in him. There is no discrimination in education between a normal child and a child with special needs. Education, to educate the nation's life, is a mandate that cannot be wasted, as stated in the 1945 Constitution article 31 paragraph 1 states, "Every citizen has the right to an education". It means that education must be able to serve all citizens, including extraordinary children or different, that is, those who have any disorder or deviation in physical, intellectual, social and emotional aspects or a combination of aspects of the disorder so that optimal capacity development can be achieved ([Murtie, 2016](#)). Education is also an inseparable part of human life and life. Jhon Dewey stated that education is one of the needs, social functions, guidance, and means of growth that prepares and opens and shapes the discipline of life ([Hawi, 2014](#)).

Islamic religious education is a fundamental thing that must be given to students as a provision in their lives. The realization of religious education in schools is summarized in the subject of Islamic Religious Education (*Pendidikan Agama Islam/PAI*). This subject is a compulsory curriculum that all Muslim students must study. Islamic religious education is a conscious and planned effort to prepare students to know, understand, believe, to have faith, piety, and noble character in practicing their religious teachings ([Shaleh, 2005](#)). Islamic religious education learning activities are carried out through teaching, guidance, practice, and the use of experience and habituation in everyday life.

Law Number 20 of 2003 concerning the National Education System Article 5 Paragraph 2 and Article 32 Paragraph 1 state that citizens with physical, emotional, mental, intellectual or social disorders are entitled to special education. Special education is education for students who have difficulty following the learning process due to physical, emotional, mental, or social disorders or have the potential for intelligence and special talents. Formally juridically extraordinary children have the same right to an education ([Murtie, 2016](#)). Therefore, the implementation of education must be held equitably and democratically, non-discriminatory and by upholding human rights, religious values, cultural values, and the plurality of nations. As mentioned by UNESCO, the quality of learning is at the heart of education for all. Therefore, education is organized by reducing all types of discrimination, including considering policies for students with special needs. Mature policies are needed to improve learning for all children, regardless of their ability or background ([Madani, 2019](#)). Regarding children with special needs, we already know that children with special needs are different from most children in general, which have obstacles in their development, so they need special services, especially in their education.

In dealing with children with special needs who are not the same as each other, a particular method or method should be used as teaching material, especially in Islamic religious education. Therefore, an appropriate strategy and method are needed in dealing with children with special needs. Children with special needs can also be interpreted as children with different physical, emotional and mental characteristics from other children their age ([Murtie, 2016](#)). These different

characteristics do not necessarily refer to their physical, emotional, or mental incompetence, especially to the differences, because children who are intelligent and have above-average intelligence are included in the crew because the child still needs proper stimulation to be directed at good and maximum things.

One type of child with special needs is visually impaired. A visually impaired child has an impaired or malfunctioning sense of sight ranging from six meters away to see until they cannot see the light. Visually impaired children are individuals whose sense of sight does not function as a channel for receiving information in daily activities, as with alert people ([Somantri, 2012](#)). Children with visual impairments significantly differ from regular children in general, especially in forming their knowledge. Cognitive, mobility orientation and social interaction are limitations for children with visual impairments. These limitations are not due to low intelligence abilities but a lack of cognitive experience ([Handoyo, 2022](#)). Cognitive experience or information sourced from observation is obtained through the visual sense or eyes, so because of the limitations experienced by children with visual impairment, the process of obtaining or transferring information, including knowledge, needs to maximize the use of other non-visual senses, such as the sense of hearing, the sense of touch, or the sense of smell ([Rudiyati, 2010](#)).

Sekolah Luar Biasa (SLB) Negeri Banjarnegara is one of the extraordinary schools in Banjarnegara that provides educational services for children with special needs, including the visually impaired. Field data shows that Banjarnegara State High School consists of several levels: Extraordinary Kindergarten, Extraordinary Elementary School, and Extraordinary High School. Facts in the field show several problems in implementing Islamic religious education learning, including that Islamic teachers at SLB Negeri Banjarnegara are the only number two teachers of Islamic Religious Education (PAI) subjects. Second, Islamic Religious Education teachers have developed their learning independently because they have yet to receive a specific handbook or curriculum in line with the curriculum that should be used in SLB either from the government or the Ministry of Religion. Third, the time span given for Islamic religious learning is still very limited, even though delivering material to the rest of the visually impaired is more challenging than delivering material to regular students in general.

In this regard, in addition to adjusting to their age and tendencies, PAI learning strategies and methods for visually impaired students also need to be adjusted to their conditions. For example, using audio media such as tape recorders, learning audio, learning videos such as YouTube, and finally, JAWS software, oral lectures or demonstrations ([Widopuspito et al., 2022](#)). The learning strategy aims to realize the efficiency and effectiveness of teaching and learning activities for students, including children with special needs for the visually impaired. Teachers must strive so that students can receive the material well using the right strategy. This research aimed to determine the learning strategy of Islamic religious education for visually impaired children with special needs at SLB Negeri Banjarnegara and determine the supporting and inhibiting factors in the learning process of Islamic religious education.

Research Method

Research methods are scientific way of obtaining information with a specific purpose and application ([Sugiyono, 2009](#)). The type of research conducted by the authors is field research based on qualitative research. Qualitative research aims to understand what subjects experience through cognitively inspired behaviors and descriptions using different types of words and language in specific naturalistic contexts ([Moleong, 2014](#)).

This research studies learning strategies for Islamic religious education in children with special needs. Field research is research conducted to study in depth the environmental interaction of the location of the research unit and field conditions. A research subject can be a person, group or organization ([Suyitno, 2018](#)). This research uses a qualitative descriptive approach. Descriptive qualitative is a study intended to collect information about the status of an existing symptom, namely the state of symptoms according to what they are at the time the study is carried out ([Arikunto, 1993](#)).

Primary data sources were obtained by researchers directly through school principals, Islamic Religious Education teachers, and parents at SLB Negeri Banjarnegara. In order to obtain more in-depth data, the authors also use other data sources that support or as secondary data sources, such as school data files, activity documentation, books, previous research results and other supporting data sources.

Data collection techniques are the most strategic step in research because the primary purpose of research is to obtain data. The researcher needs to know the data collection techniques to get data that meets the data standards set ([Arikunto, 2013](#)). Data collection techniques can be carried out in various ways: interviews, observations and documentation. In addition, the author also triangulated to test the credibility of the data of various data collection techniques and various data sources. Triangulation is a data collection technique combining different data collection methods and existing data sources ([Sugiyono, 2009](#)). In addition, data analysis is performed through data collection, presentation of data, and drawing of conclusions.

Finding and Discussion

Strategies applied in learning activities are referred to as learning strategies. Learning strategy can be interpreted as planning containing activities designed to achieve specific educational goals ([Sumantri, 2015](#)). Learning strategies are related to planning or policies designed to manage learning to achieve the desired learning objectives ([Suyono & Hariyanto, 2011](#)). An educator needs learning strategies to be used to support the learning process. SLB Negeri Banjarnegara uses a direct instruction strategy. The implementation of direct learning strategies at SLB Negeri Banjarnegara uses the lecture, discussion and question and answer method that has been adjusted to the limited number of PAI teachers and class conditions.

Direct learning strategy is a learning model of a teacher-centred or Teacher Center approach, but not just a teacher ([Panjaitan, 2016](#)). Then the direct learning strategy is also aimed at assisting students in learning basic skills and obtaining information that can be taught step by step ([Nizaar et al., 2021](#)). According to Karti,

direct learning strategies can take the form of lectures, demonstrations, training or practice, discussions, and group work ([Kusumawati, 2015](#)). It is in line with the PAI learning strategy applied at SLB Negeri Banjarnegara, where, based on the results of an interview with Mr. Halim, he said that in the learning process, he used lecture methods, questions and answers, and discussions tailored to the children's abilities. [Karmadi \(2022\)](#) said that the use of direct strategies, namely demonstrations, has a positive impact on increasing student motivation and achievement, which is characterized by increasing student learning completeness.

In addition, demonstrations are also said to make students feel they have attention and an opportunity to express opinions, ideas, and questions ([Karmadi, 2022](#)). In the article, [NH and Winata \(2016\)](#) mentioned that direct learning strategies have several advantages, namely, teachers can control the content and breadth of learning materials so that teachers can know the extent to which students master the lesson materials delivered. Also, students can hear through delivering material about Islamic religious education. Direct learning strategies in Islamic religious education for visually impaired children at SLB Negeri Banjarnegara are seen in the preliminary, core, and closing activities.

1. Preliminary Activities

Based on the observations of Islamic religious teachers, they read prayers and greetings, open classes, and memorize short letters. Then, the teacher leads the students to read the daily prayer together. After that, the teacher inquired about the news and made an appearance. Apperception is the process of connecting old knowledge with new knowledge; in this case, knowledge is the subject matter delivered by the teacher. Providing awareness before the learning process takes place is very beneficial for student learning readiness. Apperception can help students more easily absorb the learning material to be delivered. This perception can be done in various ways, one of which is by asking questions to find out whether students still remember the material that has been given at the last meeting, the extent to which students understand the problem, and whether the results to be a starting point in starting new learning activities ([Al-Muwattho et al., 2018](#)).

In the preliminary activity, Islamic religious education teachers in visual impairment classes at SLB Negeri Banjarnegara used direct instruction strategies with lecture and question-and-answer methods. The lecture method can be seen in teachers' delivery in opening oral learning activities to students, starting from guiding students' memorization of the Qur'an, guiding students' daily memorization of *Do'a*, and teachers asking for news from students. Then for the question and answer method, it can be seen in the process when the teacher gives questions to students related to the material in the previous learning.

2. Core Activities

We already know that visually impaired children have limitations in the sense of sight. Visual impairment is a condition in which a person has limitations in terms of vision, which can be caused by internal and external factors of the individual ([Gunawan & Meilany, 2016](#)).

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Figure 1. Teachers Provide PAI Materials

With this condition, in the learning process, they emphasize more on other senses, namely the sense of hearing and touch, as shown Figure 1. In this case, the principle that must be considered in providing teaching to visually impaired children is that the tools used must be factual and have a voice, so those visually impaired children can feel and listen, for example, such as the use of braille, objects that are real, and embossed images. Meanwhile, media that can produce sound are examples, such as tape recorders and jaws software. To help visually impaired children do activities in extraordinary schools as well as in the home environment, they learn how to know the place and directions and how to use a white cane explicitly made for the visually impaired made of aluminum ([Dermawan, 2013](#)).



Figure 2. Teachers provide PAI materials

Based on research in the field, as shown Figure 2, it is known that when entering the core of learning, teachers provide material according to their abilities, using the method of lectures, discussions and questions and answers. Direct learning is seen as effective for visually impaired children, but besides some of these methods, teachers need to consider learning with peers. As mentioned by [Kuo et al. \(2018\)](#), learning carried out with peers indicates an increase in student response and behavior that is better than direct learning carried out by teachers. More than that, the selection of methods used must also be made to accommodate every form of intelligence among students. Every learning activity in schools must be directed to develop the potential of students through activities that effectively also refer to multiple intelligences so that learning Islamic Religious Education as one of the efforts to develop nature should be carried out through various learning activities that see students as a whole with all their potential. Therefore, learning based on multiple intelligences is seen as one way to optimize the dominant intelligence of students in a fun way, including for blind students ([Husna et al., 2020](#)).

In Islamic religious education for visually impaired children at SLB Negeri Banjarnegara, teachers not only focus on providing material but are also focused on memorizing the Qur'an and are also directed to practice worship directly so that it can be practiced in everyday life. The process of reading and memorizing the Quran is accompanied by an Islamic religious education teacher using braille for visually impaired children at SLB Negeri Banjarnegara.

3. Concluding Activities

Teachers ask questions related to the material studied before the class ends. In addition, the teacher examines the materials provided, summarizes and motivates children with vision problems, as shown Figure 3. After that, it is pronounced hamdallah together, and the teacher ends it with a greeting.



Figure 3. Teachers Close PAI Learning

Another form of closing activity is evaluation or testing, which is carried out to measure student understanding. It is necessary because effective learning can be

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defined as learning that successfully achieves students' learning goals as expected by the teacher, as shown Figure 4. However, several factors influence it, including teacher enthusiasm, clarity of the description given, learning strategies used, classroom climate, suitability of questions or learning tasks, and student involvement and feedback (Setyosari, 2014). Field data showed that these closing activities were carried out using hands-on learning strategies, and they were assessed to be able to answer questions about the content of Islamic religious education taught by Islamic religious education teachers every semester, said a teacher. Visually impaired students at SLB Negeri Banjarnegara can mostly answer Islamic religious education questions correctly.

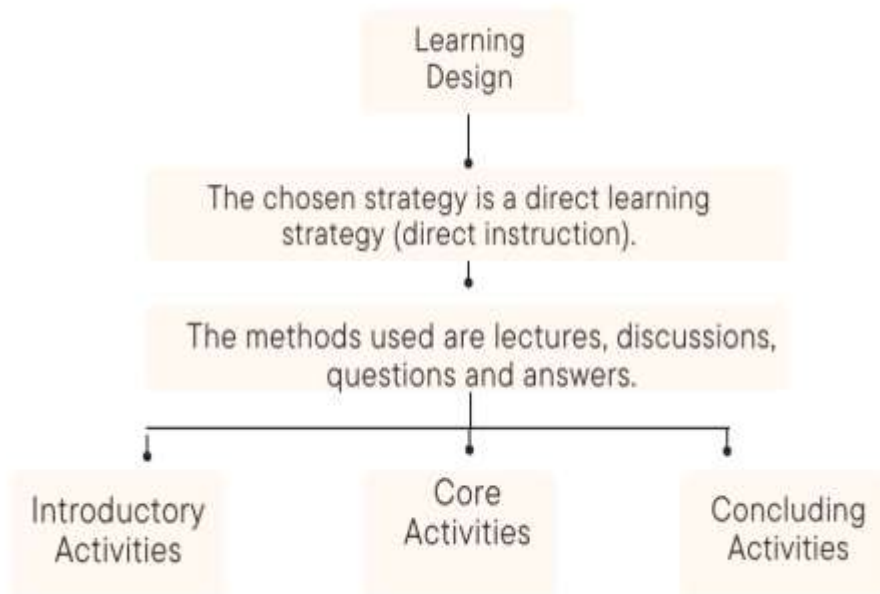


Figure 4. Islamic Education Strategy for Children with Visual Impairment at SLB Negeri Banjarnegara

Conclusion

Based on the results of data analysis in the discussion, it can be concluded that SLB Negeri Banjarnegara used a direct teaching strategy to teach Islamic religious education. It is reflected in the first and last activities of the learning process. Some of the methods used are lectures, discussions, and questions and answers that have been adjusted to students' abilities, the limited number of PAI teachers, and class conditions.

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