
**LEARNING STRATEGIES FOR CHILDREN WITH SPECIAL NEEDS BY
ISLAMIC RELIGIOUS EDUCATION AT SCHOOL
OF SDN 16 SENGKUBANG MEMPAWAH HILIR**

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Abstract

The learning strategy for Islamic religious education teachers is a stage that has a purpose. Therefore, a learning strategy is a process to achieve a goal in learning, so that learning can run well according to what the Islamic religious education teacher wants. Children with special needs are children who have different characteristics from children in general. Apart from that, children with special needs are children who have limitations both mentally, emotionally, and physically. Inclusion schools are schools that combine regular education units with education for children with special needs. Therefore education is very important for anyone.

The results of this research show that, the strategy of Islamic religious education teachers does not have a special strategy for children with special needs, because Islamic religious education teachers collaborate on the four methods, namely the lecture method, question and answer, demonstration, and drill method. The efforts made by Islamic religious education teachers can be achieved so that Islamic religious learning can be effective. The supporting factor is that the principal provides all forms of facilities for learning activities and discipline. Meanwhile, the inhibiting factors are inadequate facilities and infrastructure, namely a lack of training, especially in dealing with children with special needs and a lack of communication between the teachers and the student's parents.

Keywords: *Learning strategies, Children with special needs and Inclusive Schools.*

A. Introduction

A learning strategy is a plan of action or deeds which also includes the use of methods and the utilization of various resources and strengths in learning. This means that in preparing a new strategy, the process of preparing a work plan has not yet reached action. (Haudi 2021:3) A learning strategy is a plan implemented by educators to optimize students' potential so that students are actively involved in learning activities and achieve the expected results. (Haudi 2021:4).

Children with special needs, they have special characteristics that are different from children in general without always showing mental, emotional or physical disabilities. Children with special needs are children who experience abnormalities in physical, mental, and social behavioral characteristics. (Abdul

Hadith 2006:4). The term children with special needs does not mean replacing the terms children with disabilities or exceptional children but uses a broader and positive perspective towards students or children who have diverse needs. (Hargio Santoso 2012:1).

Needs education is education that combines special education (PLB) services with regular education in one education system or the placement of all special children (ALB) in regular schools. Special education needs, all special children can attend nearby schools and schools that accommodate all children. In the concept of special education, inclusive education is defined as combining the provision of special education and regular education in one unified education system. It mean that special education is education provided for students who are extraordinary or have disabilities in the sense of being gifted and talented or having disabilities due to physical, sensory, motoric, intellectual, emotional and social barriers. (Alfian 2013:70).

B. Research Methods

The descriptive method is a method of researching the status of a human group, a subject, a condition, a system of thought or an event in the present. The aim of this descriptive research is to create systematic descriptions, images or paintings as well as the relationships between the phenomena being investigated. The aim of descriptive research is to produce an accurate picture of a group, describe the mechanism of a process or relationship, provide a complete picture in either verbal or numerical form, present basic information about a relationship, create a set of categories and classify research subjects (Muhammad Nazir 1988:63).

The qualitative approach is in approach that does not use statistical work as a basis, but is based on qualitative evidence. In another article, it is stated that the qualitative approach is an approach that is based on field realities and what is experienced by respondents. Finally, theoretical references are sought (Sudjarwo 2011:25).

C. Discussion

1. Definition of Learning Strategy

A learning strategy is an action plan that includes the use of methods and the utilization of various resources or strengths in learning. This means that in preparing a strategy the goal is to be achieved, so that the preparation of learning steps, the use of various learning facilities and resources, are all directed towards achieving the goal. Strategy comes from the Greek word *strategia*, which means an effort to achieve something. Furthermore, learning is a complex activity. Learning outcomes are in the form of capabilities, after learning people have skills, knowledge, attitudes and values. The emergence of this capability is due to stimuli originating from the environment and cognitive processes carried out by students. Thus, learning is a set of cognitive processes that change the nature of environmental stimulation, through information processing, into new capabilities (Kholilurrahim 2022: 54)

2. Elements of Learning Strategy

Creating a learning strategy includes the overall use of the information you have collected and producing an effective plan for presenting teaching to students. At this point you must be able to combine knowledge of learning theory and design with your experience of students and learning objectives. Creating a strategy is not really the same as developing teaching materials. The purpose of creating a strategy before developing teaching materials is to explain how learning activities will relate to achieving goals.

3. Islamic Religious Learning

Learning is teaching students to use education and learning theories, which are the main determinants of educational success. Learning is a two-way communication process, teaching is carried out by the teacher as an educator, while learning is carried out by the students. Meanwhile, according to Corey, as quoted by Syaiful Sagala, learning is a process in which a person's environment is deliberately managed to enable him to participate in certain behavior in special conditions or produce responses to certain situations. Learning is a special subset of education. (Syaiful Sagala 2003: 61).

Learning is the actualization of the curriculum which requires teachers to create and develop student activities in accordance with the programmed plans (Mulyasa 2006: 90). Learning is also a process of interaction between teachers and students during learning so as to create an effective learning atmosphere (according to the learning objectives that have been planned by the teacher).

The definition above can be drawn from the understanding that learning is a deliberate process designed to create learning activities within individuals. In other words, learning is something that is external and deliberately designed to support the internal learning process within the individual.

4. Factors that influence Islamic religious education learning

Learning is related to how to teach students or how to enable students to learn easily and driven by their own will to learn what is actualized in the curriculum according to their needs. In learning there are three main components that influence each other in the learning process. These components are: (Muhammad Atiya 1950: 267).

- a. Learning conditions
- b. Learning methods
- c. Learning outcomes

5. Definition of Children with Special Needs

Children with special needs are children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities. Children with special needs are children who experience physical, mental abnormalities/deviations and social behavioural characteristics (Abdul Hadis 2006: 4).

Children with special needs are children who in their growth and development experience obstacles or deviations both physically, mentally-intellectually, socially emotionally and in communication that are different from children in general or normal and therefore require special education services. They are said to have special needs if the deviation is severe or

permanent. Their condition, they need special assistance or services (Sulthon 2020: 1-2).

6. Definition of special needs education

An education delivery system that provides opportunities for all students who have disabilities and have potential intelligence or special talents to participate in education or learning in an educational environment together with students in general. Special education has a legal basis and implementation, namely Permendiknas 70 of 2009 concerning inclusive education for students who have disabilities and have potential intelligence and/or special talents. The aim of Inclusive Education in Permendiknas 70 of 2009 concerning Inclusive Education for Students who have Disabilities and Potential Intelligence and/or Special Talent (National Education Ministry 2009: 70).

Based on the results of an interview with mother (Nurhamni I 4-4-2022) in learning activities at school of SDN 16 Sengkubang , she stated that

"In learning activities, I usually use guidance. In the learning process, the teacher must provide guidance to children with special needs. With the guidance provided by the teacher, students will not find difficulties in understanding the lesson. A teacher's attention is important in giving attention to a student, a teacher's good communication and attention to students will make it easier for students to accept learning. The approach is that the teacher is able to know the student's strengths and weaknesses, so the teacher is easily able to apply the method that will be taught to the student."

From the results of the interview, the researcher concluded that Islamic religious education teachers used four methods, namely lecture, question and answer, demonstration and drill. These four methods, teachers always use them in combination according to the situation and conditions of children with special needs when learning.

Then the researcher also asked what learning strategies were most appropriate and effective in learning activities to use. and mother (Nurhamni I 14 April 2022) stated that

"There is no method that is most appropriate or to be used because remembering that each child with special needs has different conditions so there is no method that is most effective to use because the four methods mentioned previously are used interchangeably according to with conditions on the ground"

From the results of the interview, the researcher concluded that there was no more effective method than the lecture, question and answer, demonstration and drill methods. All methods were still used, but the four methods were collaborated according to the situation and conditions of children with special needs so there was no more effective method.

Next, the researcher asked about how to teach autistic children (Nurhamni I 14 April 2022) answered.

"In your opinion, there are several ways to use autistic children to learn quickly, especially learning about Islam, Sis, by paying attention to the way the mother speaks to the autistic child in simple language, giving praise to the autistic child so that the child becomes more enthusiastic. For learning, sis, the mother's touch or body contact with the autistic child is very necessary for the mother so that the child feels close to the mother. From this closeness, the autistic child is less likely to understand the material that the mother has conveyed, sis, apart from that, it is easier and more focused to understand the learning material. What you have told me, sis. Apart from that, Sis, who knows if this child is autistic or not from the school, sis, but the autistic children at this school are not too serious because the way the autistic children at this school speak is plain (unclear) sis"

From the results of the interview, the researcher concluded that teaching autistic children is not an easy thing for a teacher, but teachers also have strategies. The strategies used by Islamic religious education teachers are giving praise to autistic children and giving touches to the child so that the child can focus on what the Islamic religious education teacher explains in front of you.

Next, the researcher asked again about how to teach a child with a physical impairment. Apart from that, the researcher also asked about knowing if this child was said to be a quadriplegic. Mother (Nurhamni I 14 April 2022) answered

"For a child with a physical impairment, his way of learning is by explaining the material, just like a normal child would explain, but the explanation here is by using a story method because this child prefers to explain by telling a story. Apart from that, the mother also uses a practical method, Sis, but practice here, this child really needs to be guided or taught. Help me with the practice, sis, because this child has physical deficiencies. "Meanwhile, the person who told me that this child was a quadriplegic was from his parents because this child doesn't have a hand on the left side."

From the results of the interview, the researcher concluded that the method used by Islamic religious education teachers in teaching children with physical impairments was by telling stories and practicing, but this child really needed guidance, the physical disability here had physical deficiencies, namely not having a left hand, so when practicing, the teacher had to guide him extraordinarily.

Next, the researcher asked again about how to teach a child with a hearing impairment. Apart from that, the researcher also asked about knowing if this child was said to be a hearing impaired child. Mother (Nurhamni I 14 April 2022) answered

"For a child with a hearing impairment, the way he learns is by the mother giving directions on what is good and what is not good because this child has emotions that sometimes cannot be controlled so that it has an impact on other children. Apart from that, the mother also teaches love and attention to this child because the child This really needs to be taught about attention and affection so that this child can control his emotions. "Those who know that this child is mentally retarded are the parents and the school because at home and at school this child is still experiencing emotions that he cannot control, sis."

From the results of the interview, the researcher concluded that the way to teach children with hearing impairments is to teach them how to differentiate between good and bad things, apart from that, they also teach them how to show love and attention so that children with hearing impairments can control their emotions well and so that it doesn't have an impact on the child.

Next, the researcher asked again about how to teach slow learning children. Apart from that, the researcher also asked about knowing if this child was said to be a slow learner. Mother (Nurhamni I 14 April 2022) answered

"If a child is a slow learner, the way to learn is by asking the mother to make notes of what the mother has said, then after the child has made the notes, the mother tells him to read what the child has noted. Apart from that method, the mother also uses the group method because if the child is in a group, This makes it easier to understand the material that will be discussed, Sis. "The only thing that knows that this child is a slow learner is from the school because what you see is that this child takes a long time to grasp the learning, sis, that's why the school can find out that this child is a slow learner."

The results of interview, the researcher concluded that the way to teach learning children is by frequently giving notes, even though the children's understanding is quite slow, it can make easier for the children to understand the material that the teacher has explained. Apart from that, the teacher's way of teaching slow learning children is by making groups because if you use the group method, children will be slow to learn, it will be easier for them to understand the material that has been explained by the teacher.

Researchers asked about how the ablution and prayer practices of children with autism, quadriplegics, hearing impairments and learners are carried out. Mother (Nurhamni I 14 April 2022) answered

"If you practice teaching autistic children at this school, thank God you can adapt it to children who are not autistic, but this child can't speak clearly because the child is lame, if the child is a quadriplegic because he doesn't have a left hand, then the mother is the religious teacher. it really helps this child in practicing ablution and prayer, sis, if the child has a problem with how to practice, sometimes someone wants to follow him, sometimes this child doesn't want to follow what the teacher has explained when practicing, if the child is slow to learn when practicing, he wants to follow but has to "explain it over and over again so that the child can understand what mother has explained."

The results of the interview, the researcher concluded that the way of practicing for children with autism, quadriplegics, hearing impairments and slow learners is very different, but teachers also have ways to deal with these children when practicing. For autistic children, the way to practice is by giving praise and touching. so that autistic children can focus more on the material presented. Meanwhile, the practice method for children with physical impairments is that they get more help from teachers because children with physical impairments have physical deficiencies, namely they don't have a hand on the left. Meanwhile, the practice of children with hearing impairments is by distinguish between what is good and what is not. Part from that, it also teaches how to show love and attention, why can this be practiced because children with hearing impairments here experience high emotionality and uncontrolled emotions. Meanwhile, the practical way for slow learning children is to work in groups and explain while telling stories,

making it easier for the children to understand the material that has been explained by the teacher

Based on the results of an interview with the mother (Nurhamni S.Pd, I 14 April 2022), the efforts that the mother made when implementing learning for children with special needs at the inclusive school SDN 16 Sengkubang, she stated that.

"According to you, effort is a method or effort that we make to achieve a better (effective) activity so that we find a very satisfying result or goal. Sis, the learning strategy efforts for children with special needs do not always run optimally or smoothly because what we know is that children with special needs have different conditions or limitations, therefore you say that their learning is not always optimal. The efforts that mothers make when teaching children with special needs must be able to maintain good classroom conditions when learning takes place. This effort is also to build children's self-confidence so they can adapt to their classroom environment. The methods used are lecture, question and answer, demonstration and drill methods. "In using the lecture method, I usually use it by explaining the material directly and as clearly as possible. In using this lecture method, I usually combine it with other methods such as the question and answer method, the demonstration method and the drill method."

The results of the interview, the researcher concluded that the Islamic religious education teacher wanted his efforts to be achieved so that Islamic religious education learning could run well (effectively). However, according to what happens in the field, the efforts that teachers carry out sometimes do not work well.

Based on the results of an interview with the mother (Nurhamni I 14 April 2022), the supporting and inhibiting factors in the inclusive school at SDN 16 Sengkubang , she stated that

"Educating students with special needs is not easy for a teacher. There are many challenges that must be faced. It is not uncommon for teachers to feel confused about the extent of the child's development. According to you, the supporting factors when you teach children with special needs are the school principal who always facilitates all forms of learning activities, the child's discipline when entering class."

Then the researcher asked again about the inhibiting factors in learning Islam. Mother (Nurhamni I 14 April 2022) answered

"In your opinion, Sis, the inhibiting factors in teaching Islamic learning to children with special needs are inadequate facilities and

infrastructure, lack of training, especially in terms of handling children with special needs, lack of cooperation between teachers and parents."

From the results of the interview, the researcher concluded that teaching children with special needs is not an easy thing, however, every time teaching children with special needs there must be supporting and inhibiting factors, therefore the researcher concluded from the results of the interview that the researcher conducted that the supporting factors for the school principal to facilitate all forms of learning activities. as well as children's discipline when entering class. The inhibiting factors are inadequate facilities and infrastructure, apart from a lack of training, especially in handling children with special needs and a lack of cooperation between teachers and student guardians.

D. Conclusion

Based on the research results above, the author can conclude the results of this research as follows:

1. The strategies used by Islamic religious education teachers in learning children with special needs at the inclusive school SDN 16 Sengkubang Village include
 - a. Guidance in the learning process, teachers must provide guidance to children with special needs. With the guidance provided by the teacher, students will not find difficulties in understanding learning.
 - b. Teacher's attention is important in giving attention to a student, a teacher's good communication and attention to students will make it easier for students to accept learning.
 - c. The approach is that the teacher is able to know the student's strengths and weaknesses, so the teacher is easily able to apply the method that will be taught to the student.
2. The efforts and methods carried out by Islamic religious education teachers for children with special needs are in the form of wanting the efforts of Islamic religious education teachers to be achieved well so that Islamic religious education learning can run well (effectively). However, according to what happened at the inclusive school SDN 16 Sengkubang Village, the efforts made by teachers sometimes did not work well.

3. Supporting factors in Islamic religious learning at the inclusive school at SDN 16 Sengkubang, the school principal provides all forms of facilities for learning activities, apart from children's discipline in class. The inhibiting factor in learning Islamic religion at the inclusive school SDN 16 Sengkubang Village is inadequate facilities and infrastructure, apart from training in dealing with children with special needs, and also a lack of cooperation between teachers and parents.

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