

THE ROLE OF ISLAMIC RELIGIOUS EDUCATION LEARNING IN INCREASING COGNITIVE DEVELOPMENT FOR CHILDREN MENTALLY DISABLED

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ARTICLE INFO

Article History

Submission : November 22, 2022
Received : November 22, 2022
Revised : January 27, 2023
Accepted : January 29, 2023

Keywords

Learning
Islamic Religious Education
Cognitive
Mentally Disabled Children

ABSTRACT

This study aims to describe the results of relevant research regarding the Islamic religious learning model in cognitive development for mentally retarded children and provide solutions to these learning problems. This study uses a qualitative method with a case study approach. Methods of data collection in the form of interviews, observation, and documentation. Primary data sources were obtained through Islamic religion subject teachers at SLB B Pembina Palembang through an interview process. It is hoped that from this source data related to the learning process, learning models, and learning situations will be obtained. As for other data obtained from observations during Islamic religious learning in class IX SMPLB mental retardation and documents, namely the process of searching for theories and other data through books or journals. The results of this study state that of the various learning models applied, mentally retarded students will be able to understand the material if it is repeated continuously by the teacher for an unlimited period of time. Learning models such as reading, writing, practicing, watching, and listening to seek and prepare students in understanding the teachings of the Islamic religion. However, mental retardation has cognitive limitations that cause students to have problems in the learning process. So that there are problems with mentally retarded children at SLB B Negeri Pembina Palembang, namely, mentally retarded students easily forget and are slow in understanding and memorizing the material provided.

INTRODUCTION

Mental retardation is a term used to refer to children who have intellectual abilities below average or can be called mental retardation (Smart in Maulidia, 2012: 1). Furthermore, according to Bratata (in Sujarwanto, 2005: 75) states that children with mental retardation

are children who have such intellectual retardation that education and teaching require special programs.

Learning for mental retardation should be more directed at building unstable psychology, lost self-confidence, and providing psychotherapy services to correct inappropriate behavior as a result of the limitations and disabilities they bear. For this reason, the integration of counseling guidance, religious therapy in the learning process is the right part to overcome learning difficulties and their problems. Teaching religion to children who have disabilities, limited abilities and disabilities is of course different in terms of material, methods, approaches, strategies, and so on. For example, how to teach prayer to mentally retarded children will be different, of course, from teaching autistic children, blind children, and so on.

Religious education is a human right, because it is clearly stated the independence and freedom of a person to obtain religious education according to the religion he adheres to and is taught by teachers of the same religion as him. And this applies to every educational unit including special schools. However, it should be realized that educational services provided to children with special needs have a different pattern from children in general. Therefore, integrated learning is needed so that children with special needs achieve their learning targets, namely independence (Hanum 2017).

Islamic religious education aims to increase students' beliefs, understanding, appreciation and practice of Islam so that they become Muslim people who believe and fear Allah SWT and have noble character in personal, social, national and state life as well as to continue their education at a higher level. . The purpose of this education is addressed to all humans, regardless of whether the person is normal or abnormal. This is in accordance with the word of God in QS An-Nuur verse 61.

In mentally retarded children the link between cognitive development and intelligence will be very important. Mentally retarded children show difficulties in acquiring test knowledge. Cognitive includes the process by which knowledge is acquired, stored, and used. If there is a disturbance of intellectual development, it will be reflected in one or several cognitive processes such as perception and reasoning.

Cognitive development is the stages of change that occur in the span of human life to understand, process information, solve problems and know something. Jean Piaget is one of the figures who researched cognitive development and suggested the stages of cognitive development. These stages are sensory-motor (0-2 years), pre-operational (2-7 years), concrete operational (7-11 years) and formal operational (11-15 years). In understanding the world actively, children use schemas, assimilation, accommodation, organization and equilibration. Children's knowledge is formed gradually in line with the experience of the information encountered. According to Piaget, children go through a definite sequence of stages of cognitive development.

In accordance with the location of this research, namely the city of Palembang, quite a lot of education provides ABK services. One of them is at SLB B Pembina Palembang

which fosters ABK starting from the elementary, junior high, high school levels including the deaf, mentally retarded, and autistic. The learning provided is almost the same as public schools and even uses the same curriculum. However, the way of teaching and duration differs from public schools. Based on the diverse needs of students.

Furthermore, it is directed to the education of mentally retarded children. One of the education provided at SLB B Pembina Palembang for mentally retarded children is Islamic religious education (PAI). PAI learning is given with the aim that students can improve their self-quality with aspects of faith and piety.

Preliminary findings that SLB B Negeri Pembina Palembang classify students according to their individual needs in the learning process. Formal education is conducted from Monday to Friday. Teachers who teach are graduates of extraordinary education. The teacher provides material using a method that is appropriate to the characteristics and communicative. Student activity is quite good, as well as good use of audio-visual media so that learning is quite interesting.

Handling mentally retarded children should be in a fun way. In this case, learning must lead to learning motivation, prioritizing the process so that children become more active and create a sense of comfort in learning. This description provides direction that from the learning aspect further case studies are needed, especially in PAI learning. Remembering that religious education is a provision for every human being in living life. In addition, the limitations of mentally retarded cognitive development are one of the important aspects of this study, so that learning PAI is collaborated with mentally retarded cognitive development. Thus it is important to continue in the form of research with a focus on mentally retarded learning.

METHOD

In research on the role of Islamic religious learning in cognitive development for mentally retarded children it was included in Islamic psychology research. However, seen from the location, this research is field research, namely research that relies on data from the community to be studied. This study aims to fully describe the learning process at the B Pembina Palembang Special School (SLB). This research also seeks to uncover new information related to the role of Islamic religious learning for cognitive development that is relevant for mentally retarded children.

This study uses a qualitative method with a case study approach, namely a study that aims to understand the behavior of the individual to be examined. Qualitative methods aim to describe, analyze and interpret an ongoing situation. This method is also more sensitive and easy to adapt to the many patterns that will be encountered.

Primary data sources were obtained through Islamic religion subject teachers at SLB B Pembina Palembang through an interview process. It is hoped that from this source data related to the learning process, learning models, and learning situations will be obtained. As for other data obtained from observations during Islamic religious learning in class IX

SMPLB mental retardation and documents, namely the process of searching for theories and other data through books or journals.

RESULTS AND DISCUSSION

Islamic Religious Education Learning

Gegne in Khanifatul (2013, h 4) explains what is meant by learning (instruction) is an effort which in its implementation has the goal of helping students to learn, where prior to its implementation it has been systematically designed to give effect during the learning process carried out by students. According to Oemar Hamalik, 2005: 57 learning is a combination that is carried out between teachers and students which is composed of several elements, namely human, material, facilities, complements and procedures where all are interrelated and influence each other in order to achieve the desired goals in learning.

Islamic religious education is a conscious and planned effort in preparing students to know, understand, live and believe in Islamic religious teachings, and are required to respect adherents of other religions in relation to inter-religious harmony so as to create national unity and unity. Religious education also has other goals, namely that students can understand, live and practice the teachings of Islam so that they can incorporate the values of religious teachings into themselves and become individuals with noble Muslim morals. Islamic Religious Education is very necessary in the educational environment because it is part of the foundation for the formation of faith, sharia, and morals which are very important for students to have. In addition, so that participants are taught to know more about the authentic, humane, Islamic religion. Moderation, and all the goals of Islam by maintaining faith, reason, honor, and soul. Educating students to want to deepen Islamic subject matter, the subject of which is the knowledge taught by the Islamic religion. There are several objectives of Islamic religious education, including:

1. The level of faith in Islamic teachings that students have
2. The level of understanding and reasoning intellectually and scientifically owned by students related to Islamic religious studies
3. Appreciation and inner experience by students who are felt while carrying out the Islamic Shari'a.
4. In terms of experience, meaning how the teaching of the Islamic religion is learned, believed in, understood and explored by students can generate motivation from themselves so that they can practice and obey the teachings of the Islamic religion and all values related to their own life as human beings who have faith and piety to Allah SWT and can be practiced while carrying out daily life in society, nation and state.

Mentally Disabled

Mental retardation is another term for mental retardation. Tunagrahita means loss, Grahita means mind. Mental retardation is a substantial limitation in self-functioning. This limitation is a limitation of below average intelligence function. Mental retardation is a child

who significantly experiences retardation and retardation in intellectual and mental development. Children in groups below normal or later than normal children, both in social development and intelligence are called children with mental disabilities or mental retardation. If their IQ is lower than average or 70 years and under, they are classified as mentally retarded. Medically, mental retardation is a disease, but for mental retardation it refers to people with visual impairments. Grahita is not a disease, but a condition.

It is characterized by intellectual functioning that is not perfect to see the impact on society. Mental retardation refers to a slightly below average general intelligence function coupled with deficits in behavioral adaptations and occurring in development. In essence, mental retardation is not a disease, but only a condition experienced by individuals because intelligence is lower than the average for normal people, thus slowing down the process of social adjustment.

A person is said to have a mental disorder if:

1. General intelligence is way below average
2. Inadequate or slow adaptation, behavior, and
3. Occurs during development. as a child If one of these signs is present, the child cannot be classified as mentally disabled.

Classification of Mental Disabilities according to Government Regulation No. 72 of 1991 divided into several levels, including:

a. Mild mental retardation

Even if they are smart and social adaptation is hampered, but they have the Ability to thrive in academic research and social adjustment. Subjects are usually able to learn all subjects at the SMA, SLTP/PLB and SMLB levels, and in regular schools there is depending on the degree of mental retardation ability to work, they can do the job Semi-skilled and easy work. even some Most of them work independently as ordinary people.

b. Moderate mental retardation

Namely those who have intellectual abilities and social abilities that are below normal mental retardation They learn school skills for practical purposes, Achieve a certain level of social responsibility and achieve Adjust workers with assistance. The IQ of mentally retarded children is in the middle range between 30-50, so the level of progress and progress that can be achieved varies.

c. Severe mental retardation

Children classified at this level are generally unable to care for themselves. Their average IQ is below 30. Most of them also suffer from multiple disabilities. Examples include brain defects, deafness and other disabilities. Mentally retarded children must have more complicated problems than normal children. The questions start from self, learning and social problems.

However their Requirements can be described as follows:

1. Feelings Make sure your needs and comforts are met
2. Feel empowered to self-manage
3. Take the initiative
4. Satisfied after completing the task
5. Proud of self-identity
6. Intimacy
7. How does it feel to be a parent
8. Sense of integrity.

Dedy Kustawan (2013: 16) states that the function of inclusive education is to guarantee equal opportunities for all children with special needs and access to education according to their needs. Provide input to planners and educators to implement inclusive education, namely providing services that meet specific needs.

The learning of mentally retarded children at SLB-B Negeri Pembina is in one class containing approximately 10 people where the children attend learning at school for five days, Monday to Friday. Mentally retarded children only study until 10 o'clock, because after that hour usually mentally retarded children are no longer focused on receiving learning. Even though in the same class these mentally retarded children have different learning abilities, there are children who are quick to grasp learning but there are also children who are slow to grasp learning. Therefore, the teacher in the class always gives different assignments to mentally retarded children according to their thinking ability in learning.

Mental Retardation Cognitive Development

Learning is development that comes from practice and effort. Through learning, children gain the ability to use inherited resources, but must be given opportunities to learn. For example, a child with a good nervous and muscular system may have a great talent for musical performance not taking advantage of the possibilities inherited from Cognitive development in children is development related to a child's intelligence and is reflected in his ability to remember, recognize and understand different objects. A child's understanding can develop as a result of intellectual maturity and knowledge acquired over a long period of time. The ability to perceive or understand involves a thought process. Factors that influence cognitive development are: 1) The physical interaction between the individual and the outside world is a source of new knowledge, but unless the individual's intellect benefits from experience, the physical world and contact are not sufficient to develop knowledge. 2) Maturity The maturity of the nervous system is important to ensure that children get the maximum benefit from their physical experiences. Maturity opens up opportunities for development, but a lack of maturity severely limits cognitive abilities. Development occurs at different rates, depending on the type of contact with the environment and the learning activity itself. 3) Social influences, the social environment, including the role of language and education, and physical experiences can enhance or hinder cognitive development. but

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Children with mental retardation are children who experience obstacles in mental and intellectual development so that it has an impact on their cognitive development and adaptive behavior at SLB-B Pembina Palembang, such as being unable to concentrate, for example, still often disturbing friends when learning takes place and emotionally unstable. There are also those who like to be alone and quiet.

The cognitive development of children with special needs with mental retardation, the speed in learning is far behind that of normal children. At SLB-B Pembina Palembang, mentally retarded children are more likely to need to repeat the Islamic religious learning that has been learned. The accuracy of the mentally retarded child's response is less than that of normal children. But if the tasks given are visual discrimination, these mentally retarded children are almost the same as other normal children, as was done by the Islamic religion teacher at SLB-B Pembina Palembang who provided animated videos about religious learning so that children quickly understood. This mentally retarded child really needs

support from the people closest to him so that he is enthusiastic about carrying out his daily life. The environment also greatly influences the cognitive development of mentally retarded children.

Islamic Religious Education for Mentally Disabled

Children with special needs with mental retardation are children who have limitations in their intelligence. This abnormality in growth and development makes it difficult to understand learning. According to (Sandra, 2010) mentally retarded children have difficulties in solving their problems and difficulties in caring for themselves. This causes mentally retarded children in the teaching and learning process difficult to understand teaching material. Therefore, there is a need for special learning guidance for mentally retarded children. An educator is able to guide children with special needs with the same learning material as other children.

Islamic religious education is an important part of the education of children with special needs. Islamic religious education is a conscious and planned effort in preparing students to know, understand, live and believe in the teachings of the Islamic religion, and are required to respect adherents of other religions in relation to inter-religious harmony so as to create national unity and unity (Daradjat, 2012) . Religious education also has other goals, namely that students can understand, live and practice the teachings of Islam so that they can incorporate the values of religious teachings into themselves and become individuals with noble Muslim morals.

Seeing the condition of children with special needs where they have limitations in all respects including learning, then in learning Islamic religious education it is necessary to deliver the right subject matter, namely by choosing the appropriate media and the right method so that learning achieves its effectiveness and efficiency, and achieves the goals of the learning. In this effort the government has provided services for appropriate education for children with special needs. With the use of appropriate methods, strategies, techniques, approaches and evaluations.

Forms of Islamic Religious Learning Activities for mentally retarded students at SLB B Pembina Palembang, namely:

a. Classroom learning

Religion learning at SLB B Negeri Pembina Palembang is mostly carried out in the classroom. Religious learning in class is a mandatory activity, because religion is a compulsory subject that must be given to students in formal schools. The implementation of religious learning in class is carried out systemically, that is, it must be in accordance with the specified curriculum and material. However, because all students at this school have special needs, religious learning is also taught using different materials and methods specifically, namely using audio-visual media and direct practice so that students are able to master the material being taught according to their conditions. Classroom learning is conducted once a week, taught by a religious subject teacher. Learning is carried out

according to the conditions of the students, if students have not mastered the previous material, the teacher will repeat it many times. As is known, mental retardation has an intelligence level below normal humans, therefore teaching must be done slowly and repeatedly.

b. Combined learning Formally

In addition to learning in class with two hours of lessons, it is considered insufficient by the school. Therefore, during official class hours, schools add religious learning as a whole for students. This activity is called combined learning. All students are gathered in a special class of learning to study religion. This lesson is given with very general material that students must master, such as ablution, prayer practice, reciting the Koran, memorizing the names of the Prophets, and so on. The presentation uses audio-visual media, this aims to make it easier for students to master and practice it. After being explained about practical worship practices through audio-visual media, students are led to practice one by one according to their abilities.

Based on the observations that the researchers made, the method of implementing the learning method in the State SLB-B Pembina was not fully implemented in all subjects. However, organizing audio-visual media playback or using a projector. carried out in Islamic religious education subjects. A striking difference can be seen in the expressions on the faces of the students when they see what is being presented. Observations are also made when the teacher prepares some equipment to display the media independently and see how important the material is to be conveyed through audio-visual media or a projector. In the use of audio-visual media, this is very often done in PAI learning as an effort to attract students' interest and motivation so they don't get bored with the same learning media. In PAI learning, you can use or display videos of stories of prophets, videos on procedures for ablution, prayer videos, videos on how to perform tayammum, videos on reading verses of the Koran, etc.

Of course, the video broadcast is adjusted to the learning theme that has been determined and regulated in the curriculum.

Support for this process is the existence of several supporting facilities and the availability of equipment to display learning videos. However, on the other hand, the need for certain teachers or experts who have the ability to create video content that contains material that is easily accepted is still lacking. This can be seen from the absence of special teachers who focus on making videos or other forms of audio-visual media.

CONCLUSION

Islamic religious education is an important part of educating children with special needs. Accompanied by various learning models as an effort to increase the learning motivation of children with special needs, one of which is mental retardation. Limitations from the cognitive aspect are one of the teacher's challenges in teaching mentally retarded children. The cognitive development of children with special needs at this slow learning rate is far behind that of normal children. This child needs more repetition of learning material.

The accuracy of the responses of mentally retarded children is lower than normal children. However, in terms of visual discrimination, mentally retarded children are almost the same as other normal children. This mentally retarded child really needs support from the people closest to him so that he can continue to be enthusiastic about carrying out his daily life.

DECLARATIONS

Alhamdulillah, we thank God for the presence of Allah SWT for His abundance of mercy and grace, so that this scientific article can be completed. We also do not forget to send greetings and blessings to the Great Prophet Muhammad SAW who has guided Muslims to the path that is blessed by Allah SWT. Our scientific article entitled "The Role Of Islamic Religious Education Learning In Increasing Cognitive Development For Children Mentally Disabled" was created to complete an assignment for an Islamic Psychotherapy course. The realization of this scientific article could not be separated from the participation and assistance of various parties. Therefore, we would like to express our sincere gratitude to the SLB-B Pembina Palembang who have received us very openly in carrying out research, as well as guidance and direction which has been very useful for us. And thanks also to our supporting lecturers who always guide, provide direction and motivation so that this research is successfully carried out. As well as friends of the group 2 research team who have contributed in completing this scientific article as well as possible.

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