

Teaching Islamic religious education for children with special needs in elementary school

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ABSTRACT This study aims to describe the method of teaching Islamic religious education for children with special needs in the Elementary School, and its impact in the perspective of the parents. The research used a qualitative approach. The research subjects consisted of principal, Islamic religious education teacher, accompanying teachers, and parents of children with special needs. The data were collected by using observation, interview, and documentation, and were analyzed by using interactive technique of Miles and Huberman. To test the validity of the data, the researchers used the method of triangulation technique. The results showed that the method used in teaching of Islamic religious education in the Elementary School is elective method that combines conventional, cooperative, and contextual methods. In the perspective of the parents, teaching Islamic religious education for children with special needs has positive impacts in developing their understanding toward teachings of Islamic religion and forming positive behavior in their life.

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1. INTRODUCTION

In the current educational reality, children who have physical or mental disabilities are referred to as children with special needs because they have abnormalities or deviations from the average condition of healthy children in general in terms of physical, mental and social behavior characteristics (Desiningrum, 2016; Isroani, 2019). They are often considered as a weak and incapable group so that they are not appreciated in social life (Istiqomah and Widodo, 2019). Yet in many cases, children with this condition often have more abilities in specific fields behind their shortcomings. Islamic history records that Abdullah Ibn Umami Maktum, a blind friend of Prophet Muhammad, was able to memorize the Koran better than other friends who were not blind. Thomas Alfa Edison, who is hesitant and lacking in hearing, is the inventor of electricity which has many benefits for humans. Stephen Hopkins, a man who could not walk, became a great physicist with his Big Bang theory. This fact shows that basically, children with special needs have the potential to be developed through proper education and guidance (Hanum, 2014).

Children with special needs have the same opportunities as healthy children to do self-actualization. It's just that there are still many people who doubt their abilities (Rahardja, 2017). Therefore, to fulfil the right of education for children with special needs, Indonesian government provides special training in the form of Extraordinary Schools (Sekolah Luar Biasa) with the issuance of Education Law number 12 of 1954. The government's seriousness to provide a guarantee of educational services for children with

special needs is strengthened again with the enactment of Law number 20 of 2003 which contains the right to obtain special education for citizens who have physical, emotional, mental, intellectual, and/or social disabilities. This law was corroborated by the Circular of the Director General of Elementary Education, Ministry of National Education No. 380 / C.C6 / MN / 2003 which requires the administration of inclusive schools at least four schools in each district or city. The right of education for children with special needs is getting stronger after the government ratified the Convention on the Rights of Persons with Disabilities through the issuance of Law number 19 of 2011.

With the issuance of the laws above, there are currently many schools that open inclusive education as an effort to provide educational services more efficiently for children with special needs as obtained by normal children in general (Smart, 2010).

Inclusive education is an innovative and strategic education to expand access to education for all children with special needs. This education is implemented in regular schools with the aim that children with special needs can socialize with normal children in the surrounding environment, and train normal children to appreciate differences so that they can coexist well without social discrimination (Mahabbati, 2013; Purwanti, 2021). Besides, inclusive education is intended to minimize the growth and development limitations of children with special needs and maximize their opportunities in a variety of normal activities. Thus it is expected to prevent more severe conditions in growing and developing those make them not capable.

Inclusive education has now been applied to a variety of lessons, including Islamic religious education. As a new education model in Indonesia, the application of inclusive education in Islamic education has many variations both at the curriculum level, the learning process, and its evaluation.

Sukmawati (2014) in her research found that the curriculum used as a reference in the teaching of Islamic religious education for students with special needs was the same curriculum used for normal children with a few modifications. Islamic religious education materials provided to students with special needs are the same as regular students; only the difficulty level is lowered.

The same thing was found by Hidayat (2015) in his research. He conveyed that in Islamic religious education teaching, students with special needs and regular students received the same material, only for students with special needs using the accompanying teacher in the learning process. The methods and evaluations used by Islamic religious education teachers for students with special needs are the same as regular students.

Alfin (2016) research revealed that in inclusive schools, the same curriculum is used and in the implementation of Islamic religious education, it refers more to an individual approach. The implementation of the inclusion approach in teaching is an embodiment of a series of efforts to educate students by exploring existing potentials, adjusting curriculum, strategies, methods, media and infrastructure to support learning as found by (Kharisma, 2017) in his research. Setiawan (2019) in his research stated that in the perspective of the Fitrah theory, the religious potential of children with special needs to be developed through education.

Satrisno & Friantary (2019) found in their research that there was a simplification of the learning pattern of Islamic religious education for children with special needs. In addition, some of the obstacles faced by teachers in carrying out Islamic religious education for them are communication and socialization problems, and being slow in responding to stimuli.

Isroani (2019) in his research found that teaching Islamic religious education for children with special needs was carried out with an inclusive education model, the materials and learning methods were varied according to the conditions of children with special needs.

Oktari W et al. (2020) in their research found that in the teaching process of Islamic religious education for children with special needs, teachers simplified the materials and applied more demonstration and habituation methods.

All the research above show that there are many diversities of implementation of teaching Islamic religious education in inclusive classes. The diversities of inclusive teaching in Islamic Religious Education teaching also took place in The Elementary School in Batu. This school is a private school that is a pioneer of inclusive schools in Batu. This school accepts normal children and children with special needs so that in each class there are normal children and children with special needs. This Islamic-based private school is one of the schools which has quite a lot of interest because it is widely believed by the parents of the students. This school applies the 2013 curriculum. In its learning-teaching practice, special services are provided for children with special needs. The teacher also uses specific methods and techniques that are tailored to the characteristics of

children with special needs so that learning takes place effectively and efficiently. This is an interesting thing that encourages researchers to conduct this research.

Based on the background above, the research questions are formulated as follows:

1. What are the methods of teaching Islamic Religious Education for children with special needs in The Elementary School?
2. What are the impacts of teaching Islamic Religious Education for children with special needs in The Elementary School in the perspective of the parents?

2. LITERATURE REVIEW

2.1 Islamic Religious Education

Islamic religious education is education that is the basis of moral and akedah education in schools. Islamic religious education curriculum focuses on cognitive, affective and psychomotor aspects. This relates to knowledge, appreciation, and experience in daily life, which includes the values of Akedah, morals and worship (Raharjo, 2018).

The aim of teaching Islamic religious education is to increase the faith, understanding, appreciation, and experience of students about the Islamic religion. So that it becomes a man who is devoted to Allah, having good character in his personal life, in society, nation and state. Ibn Khaldun stated that the aim of Islamic religious education was an effort to form a deep creed and faith, grow the foundations of moral mercy through spiritual ways to educate the human soul and uphold the morals that would lead to commendable deeds (Jasuri, 2015).

In Basic Education, the content of religious education competencies stated in Minister of Education and Culture Regulation number 21 of 2016 are: believing in the existence of Allah and giving thanks to the gift of Allah; having an attitude by noble morals and manners and healthy living behavior; knowing the oneness of Allah, knowing the messages contained in the short surah of the Koran, knowing the pillars of Islam and the pillars of faith; get to know and practice procedures for purification and worship; get to know the prophet's exemplary story and know the hadith associated with the suggestion of studying. The scope includes Al-Quran and Hadith, Akedah, morals (akhlak), fiqh, history of Islamic culture. Islamic religious education emphasizes balance, harmony between human relations with God, human relations with humans, human relations with oneself and human relations with the natural surroundings (Permenodikbud number 12, 2016).

Al-Quran and hadith materials are directed to get to know, understand and memorize Al-Quran verses, especially short selected surahs. Akidah material is oriented to recognize the two declarations of the shahada, asmaul husna, the obligatory nature of God, the impossible nature of God, the nature of Allah, angels and their duties, the books of Allah, the messengers of Allah, the last days and believe in the existence of qadha and qadhar. Akhlak material is intended to imitate and accustom commendable behavior. The content of jurisprudence (fiqh) is directed to know the procedures for purification, know the pillars of Islam, get used to purify or tahara, memorize prayer readings, familiarize prayers in an orderly manner, perform dhikr, prayers, recite the call to prayer and iqama, know worship in the month of Ramadan and know the obligations of zakat. History of Islamic culture is directed to take lessons from

the story of the Prophet and the companions of the Prophet (Rahman, 2012).

Islamic religious education is important for students. It can add wider knowledge to know God and His creation, strengthen students' faith and instill the values of Islamic teachings. It also helps them to apply Islamic teachings in their daily life, brings positive impacts, shapes social care and avoids the negative effects of moral damage (Daradjat, 2011; Afifuddin & Beni, 2009).

According to Andayani (2009), the functions of Islamic education are: First, to develop the level of faith and devotion of students. Second, to instill values as a way of life to seek happiness in the world and the hereafter. Third, to adjust mental both physical and social environment that is in accordance with the teachings of Islam. Fourth, to improve mistakes, shortcomings and weaknesses of students in their beliefs, understanding and daily experiences. Fifth, to prevent negative matters of the environment or culture. Sixth, to teach religious science in general, such as the real or non-tangible nature and its systems and functions. Seventh, to channel the unique talents of students in the field of Islamic education so that it can be developed optimally.

2.2 Children with special needs

Children with special needs are defined as individuals who have different characteristics from normal individuals in general. The term special needs are explicitly addressed to children who are considered to have abnormalities from the average condition of normal children in general, not only in physical terms but also mental and social characteristics and behaviors (Arif, 2012; Raharjo, 2018; Nurhadiisah, 2019).

There are several types of children who are categorized as persons with disabilities in physical aspects, namely: visual impairment, hearing impairment, speech impairment, and limb dysfunction. Children who have needs in the mental aspects include children who have mental abilities can be called gifted children, children who have very low mental abilities are called mental retardation, children who have difficulty learning are called slow learners, children who have abnormalities in social aspects and find it difficult to adjust their behavior to the environment called unsociable (Abdullah, 2013).

Mental retardation is a child who has below average intellectual abilities, characterized by limited intelligence and inability in social interactions and has a deviation in growth and development. These limitations make a mentally disabled child in need of special education (Pediatri, 2000). The characteristics of mental retardation children are experiencing intelligence, social limitations and other mental functions. Limited intelligence, namely the ability to learn in children is very less, especially in abstract subjects such as reading, writing and arithmetic. Social limitations that children experience obstacles in managing themselves. Another mental function limitation is that the child needs more time to complete the reaction in the situation he just knows. These are the more prominent characteristics of mentally disabled children when learning (Smart, 2010).

A slow learner is a child who has intellectual potential below average but does not include mental retardation—experiencing some obstacles or delays in thinking, responding to something and social adaptation. Much better than mental retardation and slower than normal children, they

need more time and repetitive than normal children to complete academic and non-academic tasks (Mahabbati, 2013). The characteristics of slow learner children are immaturity of relationships in interpersonal, difficult to follow instructions that have many steps, difficulties in learning and in correlating information. When in learning, it uses more memory than logic. Sometimes some are not fluent in speaking and stuttering. Some slow learner children can also work well on shortened material such as laboratory activities and manipulative activities carried out at school (Desiningrum, 2016).

Unsocioable children or socio emotions are individuals who experience obstacles in controlling emotions and social control of the surrounding environment. They can behave deviate from the norms in force, often even called a bad boy who is troubling the surrounding environment. The salient features of unsocioable children are: the attitude of being stubborn caused by the child in the process of understanding himself and being dissatisfied with environmental authority so that his emotions are not controlled; strong emotions can often cause tension and anxiety, so children often oppose, cry and even break the rules (Wahyudi, 2013).

The factors that cause children to become special needs can be divided into three clarifications: before birth, at birth and after birth. Many factors that can cause disability before birth include abnormalities in the trichotomies chromosomes, inbreeding, disorders that are not healthy and can be due to lineage. The factors caused disability at birth are premature birth, abnormal delivery, brain trauma or severe impact on the baby's head. The factors caused disability after birth, namely children's illnesses, malnutrition, accidents and unhealthy baby care (Desiningrum, 2016).

2.3 Inclusive School and the Principles of Education for Children with Special Needs

The concept of inclusive schools is motivated by the demand to provide the right to obtain educational services for children with special needs regardless of physical conditions, intelligence, social, emotional and other conditions. Inclusive schools is an effort to erase the boundaries that arise in the community that children with special needs must attend special schools. The existence of inclusive schools makes children with special needs can study in a regular school like normal children and has the right to participate in learning activities in all school level units (Mahabbati, 2013; Rahardja, 2017). The condition of students in such a way requires an optimal adjustment of teaching and education services in inclusive schools.

Inclusive education is a view that demands changes in education services that are non-discriminatory, respecting differences and meeting the needs of each individual based on their abilities. Inclusive education services are tailored to the needs of children with special needs individuals in the context of a classic together (Ghergut, 2011).

The inclusive education curriculum uses a regular school curriculum that is modified according to the stages of development of children with special needs with consideration of their characteristics and intelligence level. The examples of modifications can be done by modifying the allocation of time or learning material. Inclusive education includes changes and modifications in content, structural approaches and strategies that can accommodate the

needs of all children according to their age group (Aslan, 2017; Hargio, 2012).

Placement of children with special needs in inclusive schools can be done with a number of system models, namely: regular classes, regular classes with clusters, regular pull out classes, regular clusters and pull out classes, special classes with various integrations and full special classes. In regular classes, children with special needs study with normal children throughout the day in regular classes using the same curriculum. In a regular cluster class, children with special needs learn with normal children in regular classes in groups using the same curriculum. In a regular pull out class, children with special needs learn with other children in the regular class, but at certain times they are drawn from the classroom to the learning resource room with the special tutor. In a regular cluster and pull out class, children with special needs learn with other children in regular classes and special groups, but at certain times they are drawn from the regular class into the resource room for learning with special tutors. In special classes with various integration, children with special needs learn in special classes at regular schools, but in certain fields can study with normal children in regular classes. In full special classes, children with special needs learn in special classes at regular schools (Sugiarmun, 2003; Pratiwi, 2015).

Educating children with mental, physical and social behavior characteristics is not the same as educating normal children. There are a number of specific approach development principles that can be used as a basis in efforts to educate children with special needs such as compassion, individual service, readiness, preservation, motivation, group learning, skills, and perfecting attitude (Abdullah, 2013).

The principle of compassion is basically accepting children with special need as they are. The principle of individual service emphasizes more services for children with special needs. The number of students with special needs served in each class should not exceed three to four people. The principle of readiness emphasizes that to be able to receive lessons to be taught, it requires readiness of students such as readiness of knowledge, mental and physical. The principle of preservation is intended so that props used as media should use objects that are similar to the original. The principle of motivation emphasizes that teachers always provide motivation so that students continue to have passion and enthusiasm in learning. The principle of group learning emphasizes that learners with special needs can adjust and get along well with others. The principle of skills emphasizes that educational education that is creative and creative is given to students with special needs as therapy or as provisions for their future lives. The principle of perfecting attitudes is intended so that children with special needs with physical and psychological conditions that are less than perfect are pursued so that they have a good attitude and are not always the center of attention of others (Abdullah, 2013).

2.4 Teaching Methods of Islamic Religious Education for Children with Special Needs

The teaching process is characterized by educative interactions, namely the interaction of students with the teacher and the environment as a related system. The interaction that is conscious of the goal processes systematically

through the stages of design, implementation, and evaluation to produce effective and efficient learning (Pane, 2017).

In the teaching process, methods have an important role so that they are chosen appropriately. A teaching method is a tool used in the delivery of material. Teaching methods can also be interpreted as a method used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives (Kunandar, 2007; Maesaroh, 2013).

There are several teaching methods that are used in learning Islamic Religious Education for children with special needs in inclusive classes, including cooperative methods, contextual methods and conventional methods. The collaborative method is a method used in activities when doing things together by helping one another as group members. The contextual method is a teaching method that links learning material with the real-world context that is faced by students in the environment. The conventional method is a traditional teaching method, students listen more to the teacher's explanation and carry out the tasks given by the teacher (Isjoni, 2009; Muslich, 2009; Djarmah, 2006).

The cooperative teaching method has several relevant techniques, one of which is a team games tournament (TGT) that is easy to implement, involves the activities of all students without having differences in status, involves the role of students as peer tutors, contains elements of play and reinforcement that are intended to build an atmosphere dynamic learning, full of enthusiasm and enthusiasm (Arief, 2013).

The contextual teaching method has several relevant techniques, including problem-solving and reading aloud. Problem Solving is the use of methods in learning activities by training students to deal with various personal or group problems to be solved alone or together. Reading Aloud is reading aloud to help students focus their attention mentally and can cause questions (Arief, 2013; Fauzi, 2013).

The conventional method has several relevant techniques such as story, lecture, question and answer, rote learning, demonstration, gift reward and punishment as well as training (Arief, 2013; Hamzah, 2017; Djarmah, 2006; Arifin, 2008; Mahmud, 2006; Fauzi, 2013; Santrock, 2017).

Teaching in inclusive classes requires modification of methods that refer to the suitability of specific needs. There are several methods commonly used by teachers for children with special needs such as communication, task analysis, direct instruction and prompts. Communication is a method that must be presented in every learning process both among students and between students and the teacher. Task analysis is a procedure in which tasks are broken down into a series of component steps one final goal. Direct instruction is a teaching method that uses carefully structured steps in instructions or instructions. Prompts are assistance given to children to produce the correct response, assistance in providing additional information or assistance to carry out instructions. The types of assistance can be in the form of verbal prompts, modelling, gestural prompts, physical prompts, peer tutorials and cooperative learning (Sudrajat, 2015)

3. METHOD

This research used a qualitative approach. The qualitative approach seeks to understand the phenomena experienced

by the person being studied in detail and holistically (thoroughly and deeply) in natural conditions by means of descriptions in the form of words and language and by utilizing various natural methods (Afifuddin & Beni, 2009). This approach was chosen because the research attempted to understand and describe the natural phenomenon of teaching Islamic religious education for children with special needs in the elementary schools.

In this research, the research subjects consisted of principal, one Islamic religious education teacher, one accompanying teachers, and three parents of children with special needs.

To collect the data, the researchers used observation technique by systematically observing and recording the elements that appear in a symptom on the object of research, either directly or indirectly (Widoyoko, 2014; Sugiyono, 2014; Riyanto, 2010). In this research, the observation was carried out in a participatory manner to observe all activities related to the teaching process of Islamic religious education for children with special needs. The researchers also used interview technique to collect the data by communicating and asking directly to subjects or respondents (Riyanto, 2010; Afifuddin & Beni, 2009). Interviews were conducted openly with Islamic religious education teachers, accompanying teachers, and parents of children with special needs to explore data about the methods and the impact of teaching Islamic religious education for children with special needs. In addition, the researchers also used the documentary technique by investigating written objects such as documents, regulations, daily notes and so on (Arikunto, 2006). Data about school programs, student development, and those related to the teaching of Islamic religious education for children with special needs in this school were used to complement the data obtained from observations and interviews.

To analyze the data, the researchers used interactive technique with three stages, namely: data reduction, data display, and conclusion drawing (Miles et al., 1994). At the data reduction stage, the researchers selected and classified data that were relevant to the research objectives from the data that has been collected; In the data display stage, the researchers presented the data that had been selected and analyzed in a narrative manner; and at the conclusion drawing stage, the researchers formulated a conclusion based on the analysis of the findings obtained at the research location.

To test the validity of the data, the researchers used triangulation techniques by checking data validity that utilize something other than the data for checking purposes or as a comparison of the data (Afifuddin & Beni, 2009). In this study, the researchers tested the validity of data by using the method of triangulation. Researchers test the credibility of the data that were obtained by observations with the data that were obtained by interviews and documents.

4. RESULT AND DISCUSSION

4.1 Islamic Religious Education Teaching Process for Children with Special Needs in The Elementary School

Based on the observation, the implementation of teaching Islamic religious education for students with special needs in this school was not separated by groups, but they learned together with normal students in regular classes. This class was called the inclusion class. The type of inclusion class

used was the regular pull out system type. Students with special needs studied with normal students in one room, but at certain times, they were drawn from the class to get special guidance. This environment facilitated students with special needs to socialize and develop themselves. The teaching process of Islamic religious education for students with special needs was not based on an equal form of service but was delivered classically, directed at democratic and proportional learning by the abilities and learning objectives. This fact was confirmed by the principal who said:

In this school, students with special needs are mixed into one class with normal children. For example, in class 2A there are three children with special needs in the category of mental retardation, slow learner and disability. They take part in learning together, but when the learning ends, Islamic religious teacher and accompanying teacher usually provide learning individually or give practice questions to students with special needs, but the level of difficulty is easier than regular students.

Based on the observation and the interview, students with mental retardation category with a low IQ were slow when responding to something, such as not eager to do it and even fairly inclined to be quiet; while the students with special needs slow learner categories experienced obstacles in learning something, such as when distinguishing between good and bad. They generally delayed from cognitive and had problems in the center of attention. Sometimes they fight with peers and classmates. The students with special needs with the category of unsociable or socio-emotional experience obstacle in socializing and lack in self-independence. Even so, in the cognitive side they were better than the others with the mental retardation and slow learner categories. The students in the unsociable or socio emotion categories were more likely to be perfectionists. They still find it difficult to mingle with their peers, even though students in this category more often mingle with their partner in the chair. Academically, students with mental disabilities were more superior than students with intellectual disabilities and slow learners, although for some subjects, they also experienced difficulties. Responding to these conditions, the Islamic religious education teacher said:

To educate students with special needs the teacher must understand their respective typology. The teacher must always focus on them and understand their mood during the lessons. When they are in a good mood, their focus on learning will good.

As revealed by the companying teacher, students with special needs had different obstacles and needs than regular students, so the teacher used educational principles, such as the principle of compassion, the principle of individual service, the principle of readiness, the principle of preservation of motivational principles, the principle of group learning, the principle of skills and the principle of perfecting attitude. The companying teacher said:

The teacher must always apply the principles of compassion, provide motivation, and improve attitudes, when educating students with special

needs. They are usually given individual learning and teaching aids, in order to help their understanding. The teacher trains them to socialize, such as grouping them with regular students. The skills they have or are interested in are honed and developed. So when there is interest and talent from them the teacher will guide and facilitate. The teacher must not impose their understanding on learning.

Based on the observation, interview and documentation, the teaching process of Islamic religious education in The Elementary School followed the general principles of teaching when the teacher started teaching from preliminary activities, core activities and closing activities.

In the preliminary activities, the teacher provided a stimulus to arouse motivation and prepare students with special needs psychologically or physically to take part in learning. The teacher opened the lesson with greetings and prayers before learning; the teacher examined the schoolwork from religious subjects to all students in the class, including students with special needs. Before entering into new material, the teacher usually repeats a little about the previous learning material.

In the core activity, the teaching process was carried out interactively and fun. The teaching methods used in this inclusive class are the same as regular students. The teacher also used additional methods to support the understanding of students with special needs with the categories of mental retardation, slow learners and unsociable so that the teaching and learning took place effectively and efficiently.

In closing activities, teacher usually gives assignments to be done at home and read prayers after learning. Islamic religious education teaching ends when entering the noon prayer time. Students performed the noon prayer in congregation supervised by Islamic religious education teacher. When performing congregational prayers in the class, all male students turned to become imams and lead prayer. After the prayer in congregation, students shake hands with the teacher before leaving the class.

Based on the observations, interviews and documentation, the teacher used several methods such as conventional, cooperative and contextual methods with techniques that suit the needs of students with special needs. The Islamic education teacher explained:

In the teaching process of Islamic education for children with special needs, teacher must be good at choosing methods and techniques that make them are interested and easy to understand the lessons. In addition, teachers also use teaching media to support this teaching. In this school the teacher uses several learning methods, such as conventional methods with story techniques, lectures, question and answer, memorization and direct practice as well as exercises such as praying in congregation to practice ablution. Sometimes the teacher also use reward and punishment techniques, this is an effort to motivate students. In some learning materials, the teacher also uses cooperative methods with game techniques. The teacher also uses a contextual method with the type of problem solving and reading aloud learning techniques.

The conventional method with the type of story technique was used at the beginning of learning. Usually, the teacher tells Islamic stories, such as the stories of the prophets Muhammad, Luth and Sulaiman or other Islamic stories that contain educational meanings.

The conventional method with the type of lecture technique was used by to deliver material directly to students. When delivering, teaching media are usually supported by the appearance of images or other aids. Basically, children with special needs with a type of mental retardation or mental retardation, slow learner and unsociable or socio-emotional in this class, felled easier to understand something through images than the theory.

The conventional method with the type of question and answer technique worked well. When the teacher asked questions the students answered it, even though the answers given were sometimes incorrect. This question was applied to all students included students with special needs. This technique was used when the teacher finished explaining the material.

The conventional method with the type of memorization technique is usually used for materials such as prayer readings, daily prayers, Asmaul Husna and short surahs of choice. Regular students were more independent when given memorization tasks, while students with special needs still need guidance, direction and motivation. The teacher did not require from students with special needs the same memorize results as regular students.

The conventional method with the type of demonstration technique was usually used when studying material about the practice of worship like procedures for ablution and prayer. Before students practice the procedures for ablution or prayer, the teacher usually gives direct examples or use learning media first.

Conventional methods with exercise techniques are often used to hone the understanding ability of students with special needs. This exercise was done repeatedly and had variously, so it was not monotonous and boring.

Conventional methods with the type of gift-giving technique can be a motivation for students with special needs. The teacher gave prizes to all students when they carried out the tasks assigned by the teacher, and provided punishment to students who brook the rules or did not do the work from the teacher. Punishment technique was expected to make students better. The technique of giving prizes and punishment in accordance with the agreement of the teacher and students before.

The teacher used a cooperative method with a type of game technique or what was often called a time games tournament (TGT). This method involved all students without differences in achievement status, race, and so forth. This method was usually used by teacher to arouse students' learning enthusiasm based on games.

Contextual method with the type of problem-solving technique was also used in this school. This method was used when doing assignments in groups, such as when the teacher gave a problem that had to be solved together. This method was intended to train students to be more confident and be able to express their opinions in front of people and be able to respect the opinions of others.

Contextual method with the type of reading technique was also used in some learning materials. Students with special needs were still very lacking in reading, so the accompanying teacher usually helped them. When practicing

reading aloud techniques, the teacher corrected the readings of students who were wrong, while other students who did not have a turn observed the reading of their friends. If there were important points in the reading, the teacher explained it, then the students continued their reading according to the direction of the teacher. The teacher applied some additional methods and techniques to help the learning process of students with special needs. The teacher made communication with students with special needs during the process of learning and teaching.

As explained above The Elementary School has implemented an Islamic religious education model that adopts an educational model for children with special needs. This is because the educational teaching process for students with special needs and regular students cannot be compared. [Ghergut \(2011\)](#) states that inclusive education services must be tailored to the needs of children with special needs individually but still maintain shared classically and non-discriminatory.

Teachers in inclusion class at The Elementary School implemented a regular pull out system in which students with special needs and normal students in one room, but at certain times, those with special needs were drawn from the class to get special guidance. Thus, children with special needs obtained services in accordance with the principles of inclusive education and in the same time provided opportunities that facilitated them to socialize and develop themselves. [Abdullah \(2013\)](#) states that in the process of education for children with special needs, several principles need to be considered such as the principle of compassion, the principle of individual service, the principle of readiness, the principle of preparedness, the principle of motivation, the principle of motivation, the principle of group learning, the principle of skills and the principle of perfecting attitude.

To maintain the principles of inclusive education as mentioned by [Abdullah \(2013\)](#) above in the process of Islamic religious education teaching, teachers used conventional methods combined with cooperative methods and contextual methods and implemented some techniques that were appropriate for students with special needs. On certain subjects, the teachers used the elective method, which combined conventional, cooperative and contextual methods together in teaching. This is in accordance with the opinion of [Muslich \(2009\)](#) and [Isjoni \(2009\)](#) who stated that there were several teaching methods that can be used in teaching for children with special needs such as cooperative methods, contextual methods and conventional methods. The variety of methods made the process of teaching more effective and interested.

In the context of the Islamic religious education process, the results of this study confirmed the researches of [Sukmawati \(2014\)](#), [Satrioso & Friantary \(2019\)](#) and [Oktari W et al. \(2020\)](#). who found that at the level of implementation of inclusive education, the material provided to children with special needs was the same as that given to normal children, but the level of difficulty was lowered. It's just that in the aspect of the method, Sukmawati research found the use of only one method, namely the conventional method with memorization techniques, lectures, questions and answers, demonstrations and practice while the results of this study found the use of elective methods into teaching Islamic religious education for children with special needs.

The results of this study also confirmed [Hidayat \(2015\)](#) research finding that in the practice of inclusive education, teaching material provided to children with special needs was not different from what was given to normal children. [Aslan \(2017\)](#) stated that the curriculum in the inclusive class was essentially the same as the curriculum in the ordinary class. Nevertheless, the curriculum can be modified on the aspect of material, approach, and method adjust to the conditions and needs of children with special needs.

4.2 The Impact of Teaching Islamic Religious Education for Children with Special Needs in The Elementary School in the perspective of the parents

In order to get information about the impacts of teaching Islamic religious education, researchers did interview with parents of students with special needs. Parents play an important role in the process of teaching Islamic religious education.

According to the parents of student with mentally retarded that Islamic religious education teaching in the school really had positive impacts; They said:

Teaching Islamic religious education in schools has a very positive impact. We feel a change in our son behavior. When hearing the call to prayer, our son usually goes directly to the mosque. The behavior towards the parents is also getting better. When we give him advice or directions he did not argue.

The results of interviews with the parents of student with the slow learner category indicated that teaching religious education in the school greatly affected the behavior of students. They stated:

Teaching Islamic religious education in school greatly affects the behavior of students with special needs. For example, our son is now starting to be able to pray, memorize several daily prayers, and want to fast in the month of Ramadan. Indeed, he did not always immediately carry out religious rituals when asked to do so, even sometimes he fought or argued when he did not intend to do so. Although in the end it was done and the results were less than optimal.

Based on the interviews with the parents of student with special needs in the category of unsociable or socio-emotional categories, the researchers indicated that the Islamic religious education teaching had positive influences on students. The student was no longer taught by parents using modules or theories, but he/she performed prayers at home because of the habituation that was applied in the school. The behavior of student to parents was getting better, never arguing even though parents have to give orders repeatedly. The parents took parts in the cultivation of teaching Islamic religious education at home. Sometimes they were also assisted by the services of private teachers and therapists. The parents said:

The results of teaching Islamic religious education from schools have a positive influence on students. We no longer teach our son how to worship with theory, but he does it because he follows the school habits. His behavior towards

parents got better, never argued even though we had to give repeated orders. In the month of Ramadan our son wants to fast even though it is not yet perfect.

In general, Islamic religious education teaching in The Elementary Schools was very useful for students with special needs. They can perform worship such as prayer and fasting, become more disciplined in doing something, be a person who behaves politely to parents. They can also increase their knowledge about Islam.

The results of the research found that Islamic religious education provided positive impacts to children with special needs in improving their spirituality and faith, formatting their social behaviors, increasing their skill to worship Allah and read the holy Kuran, as well as upgrading their knowledge of Islamic religion. By giving the Islamic religious education, the children with special needs got to know Allah, the holy Koran, and good way of social life as the goal of Islamic education according to Afifuddin & Beni (2009); and behave positively and prevented negative behavior as the aim of Islamic religious education according to Andayani (2009); or increased their faith and piety as stated by Jasuri (2015).

It can be seen from the teaching practices undertaken by The Elementary School that if Islamic religious education was carried out well, it would create good culture. This confirmed what was stated by Daradjat (2011) that a good Islamic religious education would foster good culture. Children with special needs who have learned Islamic religious education at school, found it easier to apply what they got at home, such as the application of the five daily prayers, being obedient to parents, like to help and others. A good application of Islamic religious education teaching will have positive impacts and encourage to avoid moral damage (Andayani, 2009). This research also confirmed research of Setiawan (2019) that the religious potential of children with special needs to be developed through education.

5. CONCLUSION

Based on the finding and discussion, the research showed that:

1. The method of teaching Islamic religious education for students with special needs in The Elementary School used the regular pull out system inclusion class. In the teaching process, the Islamic religious education teacher and accompanying teacher applied the principles of education for students with special needs. The Islamic religious education teaching method used by teachers was the elective method, which combined conventional, cooperative and contextual methods and implemented teaching techniques that suit the abilities and needs of students with special needs.
2. In the perspective of the parents, the Islamic religious education teaching for students with special needs in the Elementary School has positive impacts for them in developing their understanding toward teachings of Islamic religion and forming positive behavior in their life.

From the results of this study, researchers provide a proposition that Islamic religious education teaching in inclusive classes will be better if the methods and techniques

are modified according to the needs of students with special needs.

The recommendation of this research is given to:

1. The Elementary School, to provide a special room as a place for teachers to provide additional special learning, as a place for guidance for students with special needs from accompanying teachers, subject teachers, class teachers and others;
2. Islamic religious education teachers, to always support or guide the interests and talents of students with special needs, and always innovate in applying methods and techniques that fit the needs of students with special needs in the teaching process;
3. The next researchers, to be able to conduct a deeper study of the teaching of Islamic education for children with special needs, especially regarding curriculum that is more relevant to the needs of children with special needs.

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