

## Learning Islamic Religious Education for Children with Special Needs at the Early Childhood Education Level

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### ABSTRACT

**Background.** In essence, humans are the most perfect creatures among other creatures. Humans are created with a brain but they are given limitations in intelligence. Exceptional children today are better known as children with special needs. PAI learning for children with special needs requires professional educators.

**Purpose.** The purpose of this study was to determine how the implementation of PAI learning for children with special needs at the PAUD level.

**Method.** This research uses qualitative methods in order to find out reliable data research through surveys and in-depth interviews.

**Results** But there are also obstacles such as the lack of professionalism of an educator in providing learning and still inadequate PAI learning books.

**Conclusion.** It can be concluded that PAI learning for children with special needs at the PAUD level has gone well but still needs improvement and also the attention of the Ministry of Religion to provide PAI learning books.

### KEYWORDS

PAI Learning, Children With Special Needs

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## INTRODUCTION

No parent wants their child to fail in growth and development such as physical or mental disabilities. A child expects parental care and supervision in the process of growth and development (Hamilton *et al.*, 2018; Simons *et al.*, 2018; Flanagan, Auty and Farrington, 2019). So that the child can grow and develop dynamically. Some experience failure in growth, namely children with physical and mental disabilities, one of which is due to poor parenting from parents (Lopez *et al.*, 2018; Gorostiaga *et al.*, 2019; Karaer and Akdemir, 2019). Children who experience this are classified as children Children with special needs are children who have abnormalities from normal children usually (Cook, Ogden and Winstone, 2019). Differences in

mental, physical, communication and ability. It can be defined as children who are classified as disabled or handicapped. Nowadays, the perception of disability has changed to exceptionality (James *et al.*, 2018; Zablotsky *et al.*, 2019; ‘Effects of tranexamic acid on death, disability, vascular occlusive events and other morbidities in patients with acute traumatic brain injury (CRASH-3): a randomised, placebo-controlled trial’, 2019). The concept is different, as disability is only related to disability, while exceptionality includes children who have disabilities as well as excellence. Among the children who are included in special needs are the deaf, the blind, the mentally retarded, the physically challenged, and the talaras (Gaziano *et al.*, 2018; Scassellati *et al.*, 2018). In society, children with special needs must be treated well despite their limitations. By providing equal rights in the field of education. These limitations do not prevent them from working according to their abilities. Children with special needs need an educator who is professional and has patience (Drewes, Henderson and Mouza, 2018; Ping, Schellings and Beijgaard, 2018; Uerz, Volman and Kral, 2018). This child has a different character (Sun *et al.*, 2018; Elashmawi and Menazea, 2019; Su *et al.*, 2020). So educators must be good at understanding the character of each child in providing learning, especially in learning Islamic religious education.

Learning is an interaction between an educator and students in educational activities by achieving a desired goal (Li, Ota and Dong, 2018; Mohammadi *et al.*, 2018; Sung *et al.*, 2018; Zoph *et al.*, 2018). Learners play an active role to understand the learning developed in the teaching and learning process (Dewaele *et al.*, 2018; McGrath *et al.*, 2018; Pławiak *et al.*, 2020). In order for learning objectives to be achieved, all interactions must be planned in the form of strategies, media, and methods in learning. Educators are required to be creative to create ideas in planning interesting learning patterns so that students feel satisfied in achieving learning goals (Melnikov *et al.*, 2018; Sternberg, 2018; Acar, Tarakci and van Knippenberg, 2019). An educator not only provides knowledge but must also be able to instill morals in students (Berwick, 2020; Hester and Gray, 2020; Tomasello, 2020). So that the child has a good personality and behavior and can be applied in everyday life (Joly, Soroka and Loewen, 2019; Wu, Chen and Greenberger, 2019; Downs and Rayner-Smith, 2022). Educators are a role model for students, therefore educators must provide a good example and be able to shape the personality of students with noble character.

Islamic religious education is a conscious and planned effort to prepare students to pursue, believe, and practice Islamic teachings originating from the Al-Qur'an and Hadith through learning activities (Shakeel, 2018; Groeninck, 2021). So that later students can make Islam a view of life and be applied in everyday life. It can also be interpreted as a guidance based on Islamic law so that it can build students' personalities according to Islamic teachings. With this Islamic religious education, students are expected to increase their love for Allah Subhaanahuwata'aala and make Rosulullah Shallallahu Alaihi Wasallam as a role model (Guleryuz Erken, Francis and McKenna, 2021, 2022). Education, especially Islamic religious education, is not only for children who have physical completeness, but also for children who have physical and mental abnormalities and deficiencies such as children with specific needs.

Learning Islamic religious education is the most important part that must be obtained by children with special needs. This research focuses on PAUD level children, to find out how PAI learning for children with special needs at the PAUD level. Seeing the condition of children with special needs who have limitations, including in terms of learning, educators must be able to deliver Islamic religious education material using the right media and methods and varied so that the learning process becomes effective and the achievement of the learning objectives. In this case, the government has prepared the right educational services for children with special needs. Educators are required to be able to deal with students with special needs, especially children at the PAUD

level are still unstable (Reichow *et al.*, 2018; Tinanoff *et al.*, 2019). And also requires the role of parents in shaping a child's personality.

Based on the results of relevant research conducted by Lathifah Hanum at SLB Kota Langsa in 2014 with the title PAI Learning for Children with Special Needs, the beginning of the learning activity process starts from considering the different characteristics of the special needs of each student. Adapaun types of children with special needs are deaf speech, blind, disabled, tunagrahita, and autistic. Each of these children has a different character that must be understood by an educator. In the implementation of PAI learning, educators use learning methods and media that vary according to the type of child. Educators find obstacles in the learning process such as not many available books or other teaching materials regarding PAI for children with special needs and still not the maximum competence of educators so that PAI learning for children with special needs is still not implemented efficiently.

The results of the next relevant research are those conducted by Farida Isroani in 2019 entitled PAI Learning for Children with Special Needs in Inclusive Schools that in PAI learning for children with special needs requires planning within a certain time that leads to the goals set in the inclusion setting. In the implementation of PAI learning using various strategies which are inseparable from the predetermined plan. It also requires learning evaluation, providing assessment according to the abilities, characteristics, and limitations both physically, emotionally, intellectually and ethically of students. Furthermore, the results of relevant research conducted by Maulida Nurus Sofia, et al entitled PAI Learning for ABK Tunagrahita in 2021, namely that this tunagrahita child is a child who has mental deficiencies and is slow in thinking in capturing learning. So it is the obligation of Islamic education to help children with tunagrahita to still have abilities like normal children. Islamic religious education is also for children with disabilities not only for normal children in general. This tugrahit child requires a special method, so a patient educator is also needed professionally to be able to educate the child properly. Educators must also have good communication with children with disabilities. Therefore, researchers are also interested in researching this. Here researchers use the title PAI Learning for Children with Special Needs at the PAUD Level.

The reason researchers use the title PAI Learning for Children with Special Needs at the PAUD level is because researchers want to know the plans of educators who are mature about the beliefs and understanding of PAI learning to children with special needs because basically children with special needs have the same rights as normal children in general. An educator must be more in exerting his ability by providing PAI learning to children with special needs, different from normal children in general. In learning, a method is needed that is in accordance with what is needed by children with special needs, so that in its application the child can receive PAI learning easily. Children with special needs also have advantages in themselves, even they are more creative than normal children in general. Researchers also want to understand the efforts of educators to observe the privileges possessed by students. Researchers hope that the implementation of PAI learning in children with special needs can take place as planned. Also later it can form students into obedient servants of Allah, faith, and devotion and can make the Qur'an and Hadith as a guide to life. Researchers consider this important to study because, not all people pay attention to children with special needs. In addition to adding insight for researchers, it is also for the community when reading this research. If this is ignored, then public awareness of attention to children with special needs will be lacking. Researchers expect the community to have special attention to children with special needs so that the implementation of PAI learning is evenly distributed. As contained in QS-'Abasa tells the story that Rosulullah was reprimanded for not paying attention to a blind person

who had a desire to learn. The warning can be understood that Allah places equal rights on every individual. Therefore, the story can be taken ibrahnya that PAI learning for children with special needs must be carried out properly according to their abilities and circumstances. The purpose of this study is to find out how PAI learning for children with special needs at the PAUD level. In this study, researchers used qualitative methods that did not use numbers.

## RESEARCH METHODOLOGY

The method that researchers use in this research is a qualitative method that is descriptive in nature (Sun et al., 2020). The qualitative type used is survey and in-depth interviews (Zhang et al., 2018). Qualitative method is a method that does not use numbers, but uses deep understanding. Therefore, this qualitative method can produce reliable information. The research was conducted at the Cahaya Pelangi Batusangkar Inclusive PAUD school, precisely in Balai Batu. The research data source is one of the PAUD teachers. Researchers conducted an interview with one of the PAUD teachers on Friday, October 07, 2022. Researchers try to channel the understanding that comes from communication between researchers and PAUD teachers who are interviewed. Researchers can understand what really happened from the source's analysis. In his research, the researcher did not immediately ask detailed questions but, instead, asked general questions first and then provoked the interviewee to explain in detail.

This research aims to find the results of interviews so that researchers get accurate information. This research uses descriptive data collection that does not use numbers after that it is poured into a research report that is well described and clear (Kruckeberg et al., 2018; Sundler et al., 2019; Doyle et al., 2020). Researchers conducted surveys and in-depth interviews directly. This method was chosen because researchers get more careful information. This qualitative method usually uses contextual details, namely based on the situation that occurs in its understanding. Observation is needed to get a real picture (Wu et al., 2018). This research is often called naturalistic research, which is observation that occurs naturally. Because in this method it is not measured by calculating, so a situation from the field is needed. In capturing the truth, it is necessary to approach various people, because everyone has a different view, so it cannot get the truth for sure. Thus in research the data obtained is soft data, causing the research results received to have the possibility of change.

## RESULT AND DISCUSSION

Based on the description obtained from the in-depth interview, the researcher approached one of the teachers of Cahaya Pelangi Inclusive PAUD in Balai Batu. Before explaining in detail, the researcher first describes the subject to be studied and also the PAUD school. The subject to be researched is Mrs. Riva Yuliani, S.Pd. Mrs. Riva was born on September 27, 1995 with an address in Simabur. Formerly continued her education at IAIN Batusangkar Lima Kaum with a major in PIAUD, Faculty of Tarbiyah and Teacher Science and is a 2019 graduate. After graduating, Mrs. Riva immediately received the mandate to teach at Tahfidz Payakumbuh Kindergarten. On August 04, 2021, Mrs. Riva also received a mandate to teach at the Rainbow Light Inclusive PAUD in Balai Batu by holding children with special needs as well as serving as principal and Mrs. Riva no longer teaches at Tahfidz Payakumbuh Kindergarten. Mrs. Riva has been teaching at the PAUD for 2 years and when she first received the mandate to teach there it was in the 2nd batch. Mrs. Riva was married in July 2022, now lives in Lima Kaum. Mrs. Riva's motivation to teach children with special needs is because she considers it a challenge for herself and also a test of new experiences.

Cahaya Pelangi Inclusive Early Childhood School is located in Balai Batu Lima Kaum. This school has programs such as TPA (Daycare), KB (Playgroup), TK (Kindergarten). And there are also additional programs, namely Child Development Therapy and Therapy for Children with Disabilities. Cahaya Pelangi Inclusive Preschool Kindergarten accepts 5-6 year olds and the Playgroup accepts 3-4 year olds. This PAUD school has excellent programs and extracurricular activities. The excellent programs are memorizing prayers & hadiths, tahfidz memorizing juz 30, dhuha prayers, safari jum'at, project review. While the extracurricular activities are swimming and recreation. And there is also a vision, mission & goals. The vision is "Forming Children who are Noble, Agile, Inclusive, Smart, Superior, Compassionate, Friendly, and Sholih / Sholihah so that Creative, Independent, and Religious Children are realized". To achieve this vision, there is a mission that must be achieved, namely carrying out active, creative, effective, and innovative learning, educating children optimally according to their abilities, optimizing the potential of 9 multiple intelligences (verbal-linguistic, logical mathematics, spatial-visual, kinesthetic-physical, musical, intrapersonal, interpersonal, naturalist, existential/spiritual in children) according to their developmental stages and preparing students for the basic education level with the achievement of basic competencies according to the stages of child development. And the objectives are to develop a curriculum and learning tools that are creative, effective and innovative, increasing the professionalism of educators in managing fun, friendly and quality education, educating children to become a generation that is noble, lively, inclusive, intelligent, superior, polite, friendly and sholih sholihah, preparing students to enter the level of basic education according to the stages of child development, developing the creativity of students' skills to express themselves in art so that a creative and innovative generation is formed and creating a school atmosphere that is religious, fun and friendly. The structure of this PAUD school is Advisor: Fitriyani, M.Pd, Principal: Riva Yuliani, S.Pd, Administration: Rizka Awalliah, Treasurer: Husnul Khotimah, Light Group Teachers: Siti Aisyah, S.Pd and Risa Gusliana Putri, Rainbow Group Teacher: Fatma Aulia Betti, S.Pd and Husnul Khotimah, then Learners, Community and School Guard.

Researchers used qualitative methods in this interview, researchers only examined one resource person in one school, not examining many schools. Furthermore, the researcher asked several questions regarding information about the resource person, what types of children with special needs, the number of children, the plan in implementing PAI learning, what methods are used in PAI learning, what are the obstacles in applying these methods, how to overcome these obstacles and what media are used in PAI learning. Furthermore, researchers want to know which types of children are easy to accept learning, how to apply good class management when the class is not conducive, what changes are seen in children after providing PAI learning, handbooks for PAI learning and whether the books are adequate. The researchers will describe it again in detail to make it easier to understand.

PAI learning for children with special needs at the PAUD level is very important because later it can be embedded in Islamic religion in children from an early age. Based on information that researchers got from Mrs. Riva Yuliani, S.Pd, she said that children with special needs have various types including autism, tunagrahita, speech impaired, down syndrome, idiots, walking delays, and the most dominant in Cahaya Pelangi Inclusive PAUD school are autistic children. In this case the number of teachers given the responsibility to provide learning is 8 people. In this school, Cahaya Pelangi Inclusive PAUD has the privilege of not only accepting children with special needs but also normal children. It is not like SLB which does not accept normal children. This PAUD school is a branch of the autiscare foundation located in Tabek Biri. It also has a branch in Rambatan.



The curriculum applied in this PAUD school is the 2013 Curriculum just like the usual PAUD. Before carrying out the learning process, planning is carried out first so that the learning process is not guessed. So that later the learning objectives can be achieved. In this PAUD school, entry is at half past eight and exit is around half past eleven. In the morning students perform dhuha prayers followed by reciting the Koran according to the PAUD school's flagship program. As well as being taught how to do wudhu' and prayer recitations. Students are taught prayers, hadith, memorization of juz 30 which starts from QS an-naas later deposited. Previously read first by the educator, if the verse is long then in a day it memorizes one line. The methods used include storytelling, singing, fairy tales and questions and answers. As mentioned by Mrs. Riva, the obstacles faced are that there are children who do not understand quickly, for example, they have to use pictures first to explain the learning. There are also children who are bored inside so they are taken to study outside so that the child can relax again. The dominant children here are autistic children who require special handling.

When the learning process takes place, various media are used according to the type of child or their respective characters. For example, children who do not understand language explain learning with pictures. Learners are taught slowly until they can. All children are easy to accept learning, but there are weaknesses in each. For example, memorizing tahfidz juz 30 if you can't then continue to be taught until you can. And also establish cooperation with parents. Students are required to deposit back to parents the memorization that has been obtained. So that memorization is maintained and not easily forgotten by providing paper that is initialed by parents as proof that the students really memurojo'ah at home. Educators give good examples to students because PAUD children are easy to imitate. Therefore, educators must be role models and be able to instill noble morals in students.

When the class is not conducive, learners must be able to restore class conditions to calm again as before. If the child is no longer comfortable sitting, then take them out, or tell them to stand up to display their respective talents as stated by Mrs. Riva. Then the patience of the educator is tested. As a professional educator, he must always be patient in dealing with diverse students. After being given PAI learning, the changes seen by Mrs. Riva are that students have memorized QS an-naas, al-falaq, al-ikhlas and the main one is QS al-fatihah which is a pillar of prayer. Although the change is a little long, but over time students can finally do it too. Students are accustomed to saying greetings, greeting each other and being friendly to their friends. Autistic children already have better progress because they continue to follow therapy. The therapy is not in the hospital but there are special teachers. Like ABA therapy, for example from the letter A. If it has not been memorized, the letter continues to be repeated until it is memorized and correct. The therapy time is divided and changes with educators in different places.

Furthermore, at the Cahaya Pelangi Inclusive PAUD school, Mrs. Riva said that the PAI book at the school was not too adequate so that the learning process was not too focused on the book. In the learning process, including teaching prayer, teaching tahfiz juz 30, repeating memorization which is usually done in the morning, if it is complete in memorizing then it can continue to the next surah, if not then it will be repeated until the child can be said to be memorized, then duha prayer every morning and Mrs. Riva also added that in the application of PAI learning here only relies on printed paper containing prayers, hadiths, and so on. Mrs. Riva hopes that there will be book contributions from the Ministry of Religion and the community who have more books related to Islamic Education learning so that it can facilitate the learning process, especially in Islamic Education subjects.

Researchers can conclude that in the application of general learning and PAI carried out in PAUD schools, Rainbow Light Inclusion has begun to be implemented and is running well. In general subjects, the school has implemented the 2013 curriculum. Just like PAUD schools in general, it's just that the difference in the implementation process is that teachers must be more careful in their teaching because ABK children need more special attention that is not the same as normal children in general. In the learning process, teachers use additional methods such as making pictures so that children better understand learning, and usually each ABK child needs 2 teachers. In instilling PAI learning, teachers are required to be patient in providing good religious values to children. This school has provided religious learning like other public schools, it's just that there must be special handling of each child.

PAI learning for Children with Special Needs is also very necessary because in essence all humans have the same right to Islamic religious knowledge, so that in living their lives children grow in accordance with Islamic religious values that have been determined according to the teachings of the Qur'an and Hadith. Every child has an obligation to worship Allah, getting good religious instruction will have an impact on a child's growth. How he was able to relate well to God, his fellow human beings and everything he encountered in this world was given through PAI learning. Another thing that makes the cultivation of Islamic religious learning to ABK from an early age very necessary is how teachers can teach ABK that it is not because they have limitations that they cannot develop their interest in doing something, but every human being must not have created Allah in vain but every His creation has wisdom and purpose. This will make ABK always enthusiastic in living life in accordance with the guidance of Islam.

## CONCLUSION

PAI learning for children with special needs at the PAUD level initially requires learning planning by taking into account the curriculum and the different characteristics of children with special needs from each student, namely autism, intellectual impairment, speech impairment, Down syndrome, idiot, walking delay, and the most dominant in PAUD schools Rainbow Light Inclusion is autistic children. In that school, there are not only children with special needs but there are also normal children. Children with special needs always follow therapy so that the child has changed a lot and developed. In the learning process using methods and media that vary according to the characteristics of each student. The curriculum used is the 2013 curriculum just like PAUD usually. In unsettled classroom conditions, educators strive to: control it and must have a patient nature. All types of children are easy to accept PAI learning but some take a long time. PAI learning for children with special needs at the PAUD level Rainbow Light Inclusion in Balai Batu has been going well but still needs improvement. The learning process has obstacles because PAI learning books are inadequate and also the lack of related training, especially PAI learning for children with special needs.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

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