



JURNAL ASESMEN DAN INTERVENSI ANAK BERKEBUTUHAN KHUSUS

Jurnal homepage: <https://ejournal.upi.edu/index.php/jassi/index>



The Impact of Islamic Religious Education Learning on The Awareness Of Prayer Of Visually Impaired Students In Class IV In An Inclusive Elementary School

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ABSTRACT

This study aims to determine the impact of Islamic Religious Education learning on the awareness of prayer of blind students in Inclusive Elementary Schools. The research method uses a qualitative description method, data collection in this study using interview techniques. This study uses a sample of fourth grade blind students who attend inclusive elementary schools. The results of this study found that learning Islamic Religious Education in Inclusive Elementary Schools can increase the awareness of prayer of blind grade IV students. Efforts made by schools to increase students' prayer awareness include individual assistance services, monitoring the implementation of compulsory prayers and sunnah prayers at school, and a daily prayer table program that involves parents in its implementation. This out-of-subject-hour program was designed due to the lack of Islamic religious education class hours to discuss material about prayer. This research is expected to provide information about the impact of Islamic religious education subjects on the awareness of prayer of fourth grade blind students in inclusive elementary schools.

ARTICLE INFO

Article History:

Submitted/Received 16 Jan 2023

First Revised 20 Feb 2023

Accepted 31 Mar 2023

First Available online 1 Jun 2023

Publication Date 1 Jun 2023

Keyword:

Awareness of praying,
Inclusive school,
Islamic religious education,
Visually impaired student.

1. INTRODUCTION

Religious education is one of the subjects taught in formal schools, starting from elementary school to high school. Inclusive primary schools as formal education institutions also teach religious education subjects to all students, whether they have barriers or normal students in general. An inclusive school is a school that provides all students in general education classes with quality teaching, intervention, and support regardless of the social, economic, or barrier background of each student (Asamoah, 2018). One type of barrier experienced by students in inclusive schools is visual impairment. Students with visual impairments or better known as blindness is a condition where a person experiences a significant loss of vision (Khan, 2023).

Religious Education subjects have various materials that must be taught to students. All the material taught is contained in the curriculum. One of the materials that must be taught to grade IV elementary school students is about prayer. This material includes the law of prayer, prayer procedures, and the habituation of prayer to students. Prayer itself is an obligatory act of worship for people who are Muslims and is contained in the second pillar of Islam. For normal students without barriers, the process of habituation of prayer can be done by classical learning as usual in the classroom. Blind students in the habituation of prayer require special treatment due to their obstacles. According to Kúld (2020) a person with visual impairment has a higher risk of not reaching their optimal potential in communicating and interacting with others due to the lack of visual information received. The problems faced need to be studied further to find out the impact of Islamic Religious Education learning on the awareness of blind students praying for grade IV blind students at an Inclusive Elementary School.

Research on learning Islamic religious education for blind students has been conducted by several previous researchers, including learning Islamic religious education for students with needs in inclusive schools (Isroani, 2019), implementation of Islamic religious education for blind students (Sari et al., 2021), the impact of learning Islamic religious education in inclusion and special schools (Nuraini, 2023), Islamic Religious Education Learning for Blind Special Needs Students (Farkhan, 2022), implementation of pai learning in inclusive education for students with special needs (Azizah, 2023). However, until now there has been no research on how the impact of Islamic religious education learning on the awareness of prayer of blind students, especially in class IV in Inclusive Elementary Schools.

The purpose of this study is to find the impact of learning Islamic religious education on the awareness of prayer of visually impaired students in class IV at an inclusive elementary school. Descriptive qualitative method was used in this study and interview technique for data collection. The sample of this study is blind students in grade IV who attend an inclusive elementary school. This research shows that learning Islamic religious education in inclusive elementary schools can increase the awareness of blind students in terms of prayer awareness. Individual assistance services, monitoring the implementation of compulsory prayers and sunnah prayers at school, as well as a daily prayer table program that involves parents in its implementation are efforts made to be able to increase the prayer awareness of blind students in grade IV in inclusive elementary schools. Through this research, information about the impact of Islamic religious education subjects on the awareness of prayer of fourth grade blind students in inclusive elementary schools is expected to spread and become a reference for various parties.

2. METHODS

The focus of this research was conducted to determine the impact of Islamic Religious Education learning on the awareness of prayer of blind students in grade IV in inclusive elementary schools. The subjects of this research are blind students who are in grade IV of one of the inclusive elementary schools in Bandung Regency.

This research was conducted using a qualitative description method. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The approach used is a qualitative descriptive approach, namely research that aims to describe systematically the facts found in the field which are verbal, sentences, phenomena, and not in the form of numbers.

Data collection techniques in this study using the interview method. Interview is a data collection technique carried out through direct question and answer between researchers and sources. The interviews conducted were open-ended, and the questions asked were increasingly focused, detailed, and in-depth.

Figure 1. The research procedure began with asking permission from the school. At this stage, researchers provide a letter of request to conduct research to inclusive elementary schools in Bandung Regency. After the permission letter was issued, the next step was to interview the resource person, namely the Islamic religious education teacher for class IV SD. After the data is obtained, the next process is data presentation. All data obtained is presented in sentence or descriptive form.



Figure 1. The Research Procedure

3. RESULTS AND DISCUSSION

3.1. Student Demographics

According to the [World Health Organization \(2019\)](#), blind students are divided into 4 types, namely mild visual impairment, moderate visual impairment, severe visual impairment, and blindness. The subject in this research is a blind student with the initials B. The type of blindness experienced is totally blind or blindness. Students with visual impairment affect many aspects of development ([Lee, 2019](#)). One of the major impacts of the disruption of developmental aspects is the emergence of difficulties for blind students in carrying out daily activities ([Wettstein, 2020](#)).

Worship is one of the routine activities that must be done every day. For adherents of Islam, prayer is performed 5 times a day. The importance of prayer requires a strategy to accustom blind students to worship, to form their awareness so that they can perform prayer independently.

3.2. Research Data Analysis

Curricularly, the material on prayer in learning Islamic Religious Education at the primary school level is on average only available once in the span of one learning year. The material on prayer is found in grades 1, 2 and 4. In grade 1, the material taught is about understanding prayer in general, the teacher will explain that the law of performing prayer is obligatory, prayer is a pillar of religion that must be upheld by all Muslims, and prayer is also the difference between believers and disbelievers. The provision of this material is intended so that students understand the importance of prayer for Muslims. In grade 2, students are given guidance on the recitation and movements of the prayer from beginning to end. The teacher explains in detail how to perform the prayer movements from takbiratul ihram to salam. In addition to teaching the movements, the teacher also conveys what recitations must be read in performing each movement. In grade 4, teachers begin to introduce various kinds of sunnah prayers, such as tarawih, witr, and so on.

Islamic Religious Education learning includes students who are blind. Of course, this is a challenge for subject teachers to be able to make these students able to follow learning well, one of which is about instilling awareness of prayer in blind students. Before receiving material about prayer in Islamic Religious Education learning, the level of awareness of prayer from blind students is strongly influenced by guidance from their families. Families who have a high level of awareness of prayer and teach it to students, then the chances of students having high awareness of prayer will be even greater. If parents or the family environment never provide an understanding of prayer at all to students, then of course students' awareness of prayer will not grow properly. This opinion is in line with research conducted by [Van den Broek \(2017\)](#) which states that many aspects of development depend on the interaction between students and their parents, but in the case of blindness, student and parent interactions need to be more enhanced than usual because students cannot receive visual information from their parents.

Blind students experience obstacles in vision resulting in teachers often experience obstacles, namely students are more difficult to capture and understand the material provided by the teacher, especially in visual information. This problem requires special treatment for blind students to instill awareness of prayer in students. When learning takes place, the teacher must provide more detailed instructions regarding the movements of the prayer. In addition to giving instructions, teachers must direct students so that they can perform the prayer movements correctly. In the takbiratul ihrom movement, the teacher gives directions by holding the students' hands, then directs the position of the students' hands to be raised parallel to their ears, then the palms of both hands are opened with the inner hand facing the qibla. This is a form of accommodation of students' visualization barriers which make it very difficult for students to understand visual subject matter, as well as the tendency of blind people who often have difficulties when using their motor skills ([Juniat, 2019](#)). This special treatment is in line with the theory expressed by [Lyngroth \(2022\)](#) which states that the concentration needed by blind people in remembering something is greater when compared to people in general. Barriers are caused by the more limited information they have. This individual-centered service allows students to gain deeper experience and understanding when compared to blind students who do not get individual services ([Manitsa, 2022](#)).

Curricular programs that discuss prayer only meet once a year, so Islamic Religious Education teachers in inclusive primary schools need to create other programs outside of learning that can have an impact on building awareness of prayer in all students, both normal and students with visual impairments. The first program is to require all students to pray dzuhur and asar in congregation at school. The inclusive elementary school is a full day school system so that school hours are carried out from 7:30 am to 3:30 pm. During school activities, students go through 2 mandatory prayer times, namely dzuhur and asar. The dzuhur prayer is held together after lunch. This congregational prayer is carried out per class with supervision from each homeroom teacher. Students can enjoy recess when they have eaten lunch and performed the dzuhur prayer together. Asr prayer will be held before students return to their respective homes. Teachers will supervise students to perform the asar prayer during the last hour. Students study from 7:00 am to 2:00 pm on Friday, so the only compulsory prayer that is held at school is the Dhuhur prayer. The program of cultivating students' prayer awareness on Friday is different from other days. Male students will be directed to perform Friday prayers at the school mosque. Male students listen to the sermon and then perform the 2-rokaat prayer as a series of Friday prayers. Female students will be directed to participate in women's activities where there are presentations on Islamic Religion and perform dhuhur prayers.

Islamic Religious Education teachers try other alternatives by building awareness of prayer in students through the implementation of sunnah dhuha prayer at school. The school entrance sign sounds at 07.30, students do not immediately start learning. The homeroom teacher will enter to guide first to perform the dhuha prayer and supervise. Sunnah prayer is an effort to increase the awareness of blind students in performing prayer. [Plaud \(2020\)](#) argues that habituation is fundamental to learning. Habituation is a process that involves the relationship between stimulus and response from a person. Individuals who are accustomed to something, the level of awareness to do the activity will also be at a high level. Students who are accustomed to it, their awareness will increase over time in the context of prayer habituation.

Islamic Religious Education teachers create a program that is implemented at home by blind students. This program is a form of empowerment of parents and habituation of students to pray. The program is a daily table of mandatory prayers at home. The table contains a checklist for the implementation of the dawn, dhuhur, asar, maghrib, and isha prayers. The prayer table in the form of printed text, of course, cannot be filled in by blind students, because lay writing cannot accommodate the shortcomings that blind students have in terms of their vision. It is the parents' role to check the column of the table when the student has finished praying. The student performs the morning prayer, then he will report the prayer activity to his parents, then the morning prayer column will be checked by the parents of blind students. Parents give their initials as a sign that the checklist is true and is a form of supervision from parents.

The daily table program demands the role of parents. Parents need to ensure that the table is filled in correctly, honestly, and continue to encourage students to maintain their prayers. [Augustad \(2017\)](#) states that a blind person tends to depend on others. Parents of blind students need to directly assist the prayer habituation program for students.

4. CONCLUSION

The purpose of this research is to find out the impact of learning Islamic religious education on the awareness of prayer of fourth grade blind students in inclusive elementary schools. Data collection in this study used an open-ended interview technique, and the questions asked were increasingly focused, detailed, and in-depth. All data is presented in descriptive form. The research subject was a fourth-grade student in an inclusive primary school who was visually impaired. Through this research, it was found that to be able to instill awareness of prayer for blind students, various programs outside of class hours are needed as a form of habituation which will ultimately increase students' awareness of prayer. Islamic religious education class hours alone will be difficult to increase the awareness of prayer for the blind due to the lack of prayer material taught in the classroom. Referring to the curriculum, the material about prayer in learning Islamic Religious Education at the elementary school level on average only exists once in the span of one learning year. The material on prayer is found in grades 1, 2, and 4. Efforts made by schools to increase students' awareness of prayer outside of Islamic education lessons are individual assistance services, monitoring the implementation of compulsory prayers and sunnah prayers at school, and a daily prayer table program that involves parents in its implementation.

5. ACKNOWLEDGMENT

Thank you to all parties who have supported this research.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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