Islamic Religious Education Learning Model for Deaf Children in Special Schools

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Abstract This study aims to describe and analyze the learning model of Islamic Religious Education (IRE) and its supporting and inhibiting factors for deaf students in a public special school in Jakarta. This research uses a type of qualitative research with descriptive methods. Data collection procedures used are observation, interviews, and documentation. This study concluded that the learning model applied was the Problem-Based Learning Model and the Index Card Math Learning Model. These two learning models make students able to implement the meaning of learning, understand the meaning and content of Al-Qur'an readings, make students understand their obligations as a Muslim and be able to practice them in everyday life. The supporting factors are as follows: strategic school location, supporting facilities and infrastructure, enthusiasm for learning and parental support. While the inhibiting factors are: the lack of linguistic vocabulary, difficulty in communicating with deaf students, and an odd number of students.

Keywords: *Learning Model, Islamic Religious Education (IRE), Special need School (SLB)*

Abstrak Penelitian ini bertujuan untuk mendeksripsikan dan menganalisis model pembelajaran Pendidikan Agama Islam (PAI) serta faktor pendukung dan penghambatnya pada siswa tunarungu di sebuah SLB Negeri di Jakarta. Penelitian ini menggunakan jenis penelitian kualitatif dengan metode deskriptif. Prosedur pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Penelitian ini menyimpulkan bahwa model pembelajaran yang diterapkan adalah Model Pembelajaran Berbasis Masalah dan Model Pembelajaran Index Card Math. Kedua model pembelajaran ini membuat peserta mampu mengimplementasi makna dari pembalajaran, memahami arti dan isi bacaan Al-Qur'an, membuat siswa paham kewajibannya sebagai seorang muslim serta dapat mengamalkannya pada kehidupan sehari-hari. Adapun faktor pendukung sebegai berikut: lokasi sekolah strategis, sarana dan prasarana yang mendukung, semangat belajar dan dukungan orang tua. Sedangkan faktor penghambatnya, yaitu: minimnya kosakata kebahasaan, kesulitan berkomunikasi dengan siswa tunarungu, dan jumlah siswa yang ganjil.

Kata Kunci: *Model Pembelajaran, Pendidikan Agama Islam (PAI), Sekolah Luar Biasa (SLB)*

Introduction

Education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts, processes of action, and ways of educating (Reefani, 2016, p. 19). Education is a tool for developing religious spiritual strength, self-control, personality, noble character, intelligence, and skills needed by oneself and society, nation and state (Parhan et al., 2022). Currently education can be pursued by anyone without exception, as well as children with special needs.

Children with special needs are children who have differences (Sumarna et al., 2022). These differences are in the form of significant inter-individual and intra-individual problems and experience difficulties in interacting with the environment so that developing their potential requires special handling and education (Reefani, 2016). Everyone has the right to education, including children with special needs. The rights of children with special needs or persons with disabilities have been stipulated in Indonesian Law no. 20 of 2003 concerning the National Education System, Article 32 paragraph 1, namely: Special education (extraordinary education) is education for students who have a level of difficulty in participating in the learning process due to physical, emotional, mental, social disorders and/or have potential intelligence and talent special (National Education System Act, 2003).

This right to education means for all children, both normal and with special needs. And this law is a strong foundation for children with special needs in obtaining their education. There is no difference in rights for anyone, because education is the right of all citizens to educate life.

One of the education that must be studied by students in madrasas and schools, as well as students who are normal or those with special needs is Islamic Religious education, which is intended to form students into human beings who believe and fear God Almighty and have noble character (National Education System Act, 2003). Islamic education is an effort to guide, direct, and foster students who are carried out consciously and planned so that a main personality is developed in accordance with the values of Islamic teachings (Juhaidi & Ed, 2018). Allah Almighty has given a clear educational foundation for all mankind through Islamic Shari'a, including the objectives of Islamic Religious Education, one of which is that students are expected to become human beings who believe and fear God Almighty, as stated in the Indonesian National Education System Law No. 20 of 2003 article 2 (Novayani, 2015).

It must be admitted that the implementation of Islamic Religious Education (aformentioned IRE) so far has not been able to optimally internalize Islamic values into the souls of students (Parhan & Sutedja, 2019). This fact is a reflection of the problems of religious life. The government seems to have had enough after formulating national education goals and requiring religious studies as a compulsory subject in the curriculum. Likewise, religious teachers felt satisfied after delivering religious subject matter according to the curriculum and their scores reached the Minimum Completeness Criteria (KKM). On the other hand, students already feel religious man when they are able to memorize a number of religious learning materials.

It is a kind of satisfaction that is criticized by observers of religious education, because it tends to be oriented only to cognitive aspects (Basyari & Hidayatullah, 2017, p. 24)

This error is caused by inappropriate learning methods used by educators. So that it creates wrong goals and is not in line with the goals of Islamic Religious education that should be. The reality on the ground is that educating Islamic learning for children with special needs is not as easy as educating normal children in general, educating children with special needs who have different types of deficiencies certainly requires special coaching, special teachers, a special curriculum, and the application of special learning models.

Therefore, the need for appropriate learning methods with learning models and other learning tools for children with special needs is clear. The learning model has an important role, this is so that learning objectives can be achieved and learning can run effectively. If the learning model used is wrong, it will have an impact on children who do not understand the IRE learning being taught, especially for children with special needs. It is possible for children to become uncontrollable in their focus. However, on the contrary, if the appropriate learning model is applied, the child can understand the religious sciences taught by the teacher.

As Special Need School (Aformentioned SLB) Negeri 7 Jakarta, this school is one of the public special need schools in Jakarta which has educational levels from elementary, junior high to high school. SLB Negeri 7 Jakarta in class B (Deaf), uses a special learning model that is useful in helping the course of learning at school properly. Thus, SLB Negeri 7 Jakarta can be said to be one of the SLB Negeri which has a learning model specifically designed for the needs of students. And also SLB Negeri 7 Jakarta in class B (Deaf), supports the learning process by providing learning tools and other aids. This is what makes SLB Negeri 7 Jakarta different from other schools.

Starting from this fact, especially in the Islamic Religious Education learning model that is applied to deaf children of Jakarta State SLB class B, in this article the researchers will discuss the Islamic Religious Education learning model for deaf children at State SLB 7 Jakarta.

Methods
The method used in this research is a qualitative research method with a descriptive approach pattern. While the data collection techniques in this study are interviews, observations, and documentation studies.

In order to achieve a degree of trust in this study, researchers conducted several data validity tests as follows:r eview, data triangulation, and data analysis techniques. For data analysis techniques, the researchers use two steps, namely: analyzing data before going to the field, namely with a preliminary study, and; analyze data in the field. Then the data is processed and analyzed using three steps:

Data reduction, in this case the data that has been recorded and recorded in field research, each of which will be summarized, summarized or concluded, then put into certain categories in this study.

Data presentation, by means of data that has been collected and obtained through informants, in the form of data from interviews, observations, and documentation, presented in the form of narrative descriptions regarding the learning model of Islamic religious education for deaf children in class VII SLB Negeri 7 Jakarta.

Conclusion drawing (verification), is the final stage in the process of data analysis, which is an overview of the research that has been done. In this section the researchers draw conclusions from the data that has been obtained in the field. This activity is intended to find the meaning of the data collected.

This research took place at SLB Negeri 7 Jakarta, located at Jl. Griya Wartawan, RT. 8/RW. 5, Cipinang Besar Selatan, Jatinegara District, East Jakarta, Special Capital Region of Jakarta 13410.

The object of this study is the learning model of Islamic Religious Education for deaf children at SLB Negeri 7 Jakarta. Meanwhile, the subject of the informant was the teacher of Islamic Religious Education as the person who implements and applies the learning model.

Results and Discussion

Islamic Religious Education Learning Model for Deaf Children at SLB Negeri 7 Jakarta

The teacher explains that before starting direct learning there are several things that must be considered, such as paying attention to the appropriate learning model for deaf children. This is done by paying attention to basic knowledge competencies, by determining the minimum skills and attitudes that must be achieved by students, preparing material to be delivered and preparing learning tools, such as methods, materials, and media to be used in carrying out the learning process. Without all related learning tools, the teacher will not be able to carry out learning in class optimally and it will be difficult to achieve the learning objectives that have been set.

The teacher explained that in class VII specifically for the deaf at SLB Negeri 7 Jakarta, he used two learning models that had been adapted to the conditions of the students, and was also assisted with methods specifically for deaf children. The two IRE learning models are the Problem Based Learning Model (PBM), and the Index Card Match Learning Model. Here is the explanation:

A. Problem Based Learning Model (PBM)

The problem-based learning model discusses and solves real-life or everyday life problems that students with special needs encounter during learning (Charlton-Perez, 2013; Erdem, 2022; Zwaal, 2019). The same thing was said by the informant in the interview, it was said that the problem-based learning model (PBM) is learning that is carried out by raising concrete problems or real problems in accordance with the real life of students, as well as in IRE subjects, problems that emerges is discussing religious issues that exist in everyday life.

For IRE materials given to deaf children in class VII, all materials cover several aspects including: the content of Islamic religious learning materials related to abstract matters such as the concept of faith, faith values and matters that are concrete such as facts, propositions, legal principles, attitudes and behavior of believing in God, having

morals and practicing worship in everyday life. This is in accordance with the theory mentioned by Faturrahman in his journal (Fathurrahman, 2014, p. 78). And for this problem-based learning model it is usually more applied to material that includes the values of worship, such as how to pray, fast, and others and also includes material on the values of Al-Qur'an and Hadith, such as about the revelation of the verses of the Al-Qur'an, and the problems contained in Al-Qur'an and Hadith.

In SLB Negeri 7 in the class studied, there were 7 (seven) students in class VII. And in this class, the classification of hearing impairment only includes mild deafness and moderate deafness and there are no mute children. Mildly deaf and moderately deaf can participate in learning but must still be assisted in a special way. Therefore, in classroom conditions like this, the teacher arranges student seats in such a way that students can understand what the teacher is saying.

Like class VII taught by Mrs. Ummu Fadhilah, students' sitting positions are arranged to stay close to the teacher, and students who have a moderate level of hearing difficulty are required to sit in the front position and close to the teacher. Meanwhile, for students who have a mild level of difficulty, they are directed to sit next to the others or in the back position. The goal is for students to understand the words and learning material delivered by the teacher. This is also in accordance with the theory said by Esthy Wikasanti regarding the learning principles that must be applied in adjusting the learning model in the classroom (Wikasanti, 2017, p. 80).

From the interview results, the teacher said that before implementing the problem-based learning model, the teacher first used a learning method specifically for deaf children. Because learning models cannot be used without learning methods, this is in accordance with the theory conveyed by Ngalimun in his book regarding learning model tools (Ngalimun, 2017, p. 39). The following is a specific learning method used before implementing a problem-based learning model.

1. The Reflective Maternal Method

The teacher conveys that this reflective maternal method was formed and specifically for deaf children, which is presented using everyday language. This method is made to add and expand vocabulary and language in children (Carlone & Milan, 2021; Menashe-Grinberg et al., 2022; Stacks et al., 2022; Suardi et al., 2020). So, he used this method to expand the vocabulary of deaf children about religion. Because at the time of the problems that will be raised later it is possible that there will be new vocabulary related to religion which is not understood by deaf students. Therefore, this method is used so that students can understand and comprehend new vocabulary related to problems that will be discussed during learning.

In its application, this is done in three ways, namely: 1) Reading speech (speechreading) or speaking with clear articulation and loud intonation; 2) Clarify the delivery with hand movements or sign language as well as with body movements so that students can understand the material conveyed by the teacher or the material presented is explained through the blackboard, and: 3) use hearing aids for deaf children provided by the school or that belong to each student personally.

For example, the teacher will discuss the problem of solemnity in prayer. The word "*khusyu*" will be uttered by the teacher with clear articulation and loud intonation and assisted with hand gestures or sign language and visualized by forming a demonstration. Then every word that appears when it is spoken, students must imitate the word and then write it down, so that there are no mistakes in understanding the intent and purpose conveyed by the teacher.

2. Discovery Learning Method

The implementation of this learning method is carried out through the stages of introducing students to problems, organizing students to learn, guiding students to carry out analyzes and make conclusions (Hammer, 1997; O'Neill & Silverstein, 2022). This method is used in conjunction with the implementation of the problem-based learning model applied by the teacher in the classroom. This method is in accordance with the workings of the problem-based learning model, which is used so that students can find concepts from the material conveyed through the problems raised. This means that with discovery learning, deaf students are not told the concept in advance, and after they observe, ask questions, and reason, they finally discover the concept, and can solve the problems they observe themselves.

When students understand the new vocabulary that will later appear when discussing learning material, the teacher then applies a problem-based learning model in class. In its implementation, the teacher starts learning IRE by showing a religious phenomenon, for example discussing QS. An-Nasr and its examples in everyday life. Then the teacher presents it in front of the class. After that, the teacher applies the discovery learning method in this learning model, namely by not being told in advance the concept of the problems that occur, then students are instructed to observe, reason, and record religious problems that arise in the material presented. After that, the teacher stimulates students to think critically in responding to phenomena that appear in QS An-Nasr material (Islahuddin et al., 2021). However, if students experience difficulties, the teacher guides students to be active and understand it.

The teacher conveys that this learning model is intended so that students are able to know *hijaiyyah* letters, do mutual help as the implementation of the meaning of QS. An-Nasr, understand the meaning and reading QS An Nasr, reciting QS. An Nasr and can recite the meaning of words in QS. An-Nasr. This learning model is also quite effective to do, because from the results of observations made by the teacher, this learning model makes students more active, enthusiastic in asking and answering questions that the teacher asks, and more confident in expressing their opinions, so that students can be able to solve problems within him/herself and trains these skills so that later they can be applied in the future in their lives (Kurdish & Afif, 2021).

According to the researchers, the problem-based learning model provided by the teacher is relevant. Because, looking at the learning model applied in the deaf class, it is adapted to the conditions and circumstances of the deaf children. And make students understand the Islamic Religious Education material that is taught and can be applied to everyday life.

However, the teacher also mentioned that in addition to making children active and enthusiastic, this learning model also has its own drawbacks, namely, if too many problems are raised, it is undeniable that students become bored because they have to deal directly with many problems. And also, because in terms of intelligence level, deaf children are slightly different from other children in general, students sometimes have difficulty processing large amounts of data and information in a short time, so Problem-Based Learning takes a relatively long time.

B. Index Card Match Learning Model

Another learning model that is also applied to Islamic Religious Education lessons in class VII at SLB Negeri 7 Jakarta, is the Index Card Match Learning Model. This Index card match model is a learning model that comes from the cooperative model or is also referred to as a type of cooperative learning model.

The Index Card Match learning model is a fun learning model for reviewing subject matter and testing their knowledge and abilities after learning. This learning model is done in pairs, but because Class VII has an odd number of students, the teacher participates in this learning model.

Similar to the problem-based learning model, in this learning model, the IRE material covered in class VII is related to the concept of faith, concrete matters such as facts, propositions, legal principles, attitudes and behavior of faith, morality, and charity in everyday life. And for this index card match learning model it can be applied to all aspects of religious material in IRE lessons.

As is the case with the problem-based learning model, this index card match learning model also requires a method to help the learning model run which will later be applied. The method used is the demonstration method and also the reflective maternal method.

1. Demonstration Method

The demonstration method is a method that is used by demonstrating or demonstrating learning material, either directly or through the use of learning media that are appropriate to the subject matter or material being presented. The teacher says that this method is used because deaf students have hearing difficulties, so the teacher relies more on this demonstration method in conveying the subject matter to be presented compared to using the lecture method which relies more on sound aspects.

For example, on the prayer service material. Before implementing the index card match learning model, the teacher applies the demonstration method first, namely by carrying out prayer practice activities. Because, basically the index card match learning model is used to test students' knowledge and abilities after learning. So, before starting the index card match learning model, the teacher explains the learning material first by demonstrating the subject matter through sign language or by using available learning media. So that when the index card match learning model is used students already have the provision of knowledge which will later be tested by the teacher.

2. The Reflective Maternal Method

The use and purpose of this method is the same as previously described in the problem-based learning model, which is to help students understand new vocabulary related to religion. Then, the method of application also uses 3 ways, namely by reading speech (speechreading), clarifying the delivery in sign language or with body movements, and using hearing aids for deaf children provided by the school or belonging to each student personally.

After the teacher explains the learning material and students already understand the new vocabulary. Then, then the index card match learning model is applied. In its implementation the teacher makes two different pairs of cards, namely question cards and answer cards. On half of the card pieces, the teacher writes questions about the material to be studied. And on the other half of the card, the teacher writes down the answers to the questions that have been made. As an example, namely about prayer. The teacher makes one card which is written with the pillars of prayer and on another card, the readings of the pillars of prayer are written. Then, the cards are combined randomly so that the questions and answers will be mixed. Then, the teacher distributes one card to each student. Half of the students will get questions and the other half will get answers. The teacher also explained that they should not tell the material they got to other friends. Then, the teacher asked the students to find their partner. If anyone has found a pair of cards, the teacher asks them to sit close together. After all students find partners and sit close together, the teacher asks each pair in turn to read the questions obtained aloud to their other friends. Then the question is answered by the partner. The teacher asks the students to find their partner. If anyone has found a pair of cards, the teacher asks them to sit close together. After all students find partners and sit close together, the teacher asks each pair in turn to read the questions obtained aloud to their other friends. Then the question is answered by the partner. The teacher asks the students to find their partner. If anyone has found a pair of cards, the teacher asks them to sit close together. After all students find partners and sit close together, the teacher asks each pair in turn to read the questions obtained aloud to their other friends. Then the question is answered by the partner.

Based on the results of interviews with the teacher concerned, he stated that this learning model could make students recall the material previously explained in the demonstration method. For example, prayer material, this makes students understand about prayer material, makes students understand how to pray, makes students understand about the obligation to worship and can apply it to everyday life and can also train their linguistic vocabulary regarding religious vocabulary.

This learning model is also liked by students, because in addition to learning and being able to solve problems, students are also happy because the way of learning is not too standard and while playing. This learning model is used so that students can more easily understand the material if it is exemplified in everyday life, and also so that they can mingle with their friends. Because in addition to learning, in this model there is also an element of togetherness and building intimacy between students. Moreover, for deaf children who rely more on their visuals students really enjoy and are enthusiastic about the learning model that is applied like this.

Then, the teacher also explained other advantages regarding this learning model. The teacher can find out how far the level of students' understanding of the subject matter that has been given. Students who do not understand and do not master the material that has been taught will have difficulty and are confused in finding a partner that matches the card they have. Because of these advantages, the teacher chose the index card match learning model, namely so that deaf students can learn in a fun way and not be pressured. Thus, the learning that is taught is easier to understand and feel in the students and can later be practiced in their daily lives.

According to the researchers, the index card match learning model provided is also relevant. Because, in its application it has also been adapted to the conditions and abilities of the deaf child itself. So, students can still understand the material presented in Islamic Religious Education material that is taught and can be applied to everyday life.

Like the problem-based learning model, the Index Card Match learning model also has its drawbacks. The teacher said that this learning model requires a long time because students must first understand the questions and understand the answers. Even though there are only seven students, this learning model also makes the atmosphere in the class quite noisy, because students have to find a partner that matches the card they have. And not infrequently, there is commotion in choosing a pair of cards. So, the teacher must be more extra in dealing with and mastering class conditions.

In carrying out the Islamic Religious Education learning model at SLB Negeri 7 Jakarta, of course, it cannot be separated from the factors that influence it. These factors are supporting factors and inhibiting factors faced by teachers. The supporting factors and inhibiting factors referred to here are circumstances, processes or events that support or hinder so that they affect the process of implementing the learning model in the classroom. As explained by Mrs. Ummu Fadillah as a class VII teacher for deaf students, the following are the supporting factors and inhibiting factors in implementing the learning model:

Supporting Factors and Inhibiting Factors
 A. Supporting factors
    Based on the results that have been achieved by the teacher in applying the learning model, the researchers saw several supporting factors, including the following:
  1. Strategic school location. It can be said that the location of the SLB Negeri 7 Jakarta school is not close to the main road, so it is far from noise and air pollution and has a strategic location. Thus, students can focus more on learning and are supported in terms of environmental aspects.
  2. Facilities and infrastructure that support learning activities. The components of school facilities and infrastructure include space for learning and learning media. Classrooms for learning that students use support the learning process, because the classrooms are comfortable and clean so students focus and are not disturbed by other things such as heat and others. The learning media available in class also

really support the learning process, such as projectors that are needed when implementing problem-based learning models to display learning material videos in class, posters and hearing aids, as well as other tools needed by educators for the learning process to be fulfilled and supported by the school.

3. Other supporting factors are the great enthusiasm for learning in the deaf students themselves when this learning model is implemented, as well as support from parents who want their children to study Islam.

B. Obstacle factors

In addition to supporting factors, of course there are factors that hinder the process of running the learning model. The researchers saw several inhibiting factors, including the following:

1. The lack of linguistic vocabulary in students. This is caused because deaf students experience hearing difficulties, and the impact is having difficulty accepting vocabulary or language that appears in everyday life. This is what hinders them in expressing their opinions and not infrequently those of them who during the lesson do not understand the material being taught because they do not understand the meaning of the new vocabulary mentioned.

2. Difficulties in aspects of communicating with deaf students. Because Islamic Religious Education teachers are not in the special education field, IRE teachers sometimes have difficulty communicating with deaf children using sign language. And this is what requires IRE teachers to relearn the field of deafness.

3. Odd number of students. In class VII that was studied, the students only consisted of seven people, meaning that this class had an odd number of students. As it is known that the index card match learning model is carried out in pairs. So, teachers must participate and accompany students who do not get partners. And this is the inhibiting factor, because not infrequently students who get paired cards with the teacher become burdened and have difficulty explaining it themselves without the help of their partners like other students.

Conclusion

Based on the research that the writer has done regarding the learning model of Islamic education in deaf students at SLB Negeri 7 Jakarta, it can be concluded that:

1. The learning model applied to Islamic religious education for deaf children at SLB Negeri 7 Jakarta consists of 2 (two) models, namely the problem-based learning model and the index card math learning model. The problem-based learning model is assisted in its application by reflective maternal methods and discovery learning methods. This model makes students able to know *hijaiyyah* letters, implement the meaning of learning, understand the meaning and content of Al-Qur'an readings, and know the meaning of words in the Al-Qur'an. Then, the Index Card Match Model is assisted in its application by demonstration methods and reflective maternal methods. This model makes students understand the

material from Islamic education lessons. For example, making students understand how to worship.

2. Based on the results that have been achieved by the teacher in applying the learning model, the researchers saw several supporting factors for the problem-based learning model, including the following: strategic school location, facilities and infrastructure that support learning activities, and enthusiasm for learning and parental support. While the inhibiting factors are: the lack of linguistic vocabulary for students and difficulties in communicating with deaf students. Then for the index card match learning model, the supporting factors are: student enthusiasm for learning and parental support and facilities and infrastructure that support learning activities. Meanwhile, the inhibiting factors are as follows: an odd number of students and the lack of linguistic vocabulary among students.

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