

LEARNING STRATEGIES FOR READING AND WRITING THE QUR'AN IN INCLUSIVE SCHOOLS

Meiza Miftachul Rohmah*, Asep Sopian, Sofyan Sauri

Arabic Language Education, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia

meizamif@upi.edu, asepsopian@upi.edu, sofyansauri@upi.edu

Abstract

Every human being is essentially the same, obtaining the same rights and opportunities in various ways including obtaining education for the sustainability of his life regardless of race, ethnicity, gender, culture or religion. Similarly with children with special needs, therefore school inclusion is an answer that education is not a discrimination. Inclusion schools are schools that mix children with special needs with other normal children to learn and interact together. Children with special needs hold different perspectives in understanding a subject. Therefore, this article aims to discuss what strategies are suitable for children with special needs with slow learner and speech delay categories in order to achieve educational goals. Descriptive research with a qualitative approach is the method that researchers will use in this study. Data collection techniques used observation and documentation. This study shows that learners with special needs tend to easily understand the subject matter through things that learners like movies. However, keep in mind that children with special needs have different characteristics and cannot be generalized. Therefore, to find the right learning strategy teachers must conduct initial activities through observation of students with special needs.

Keywords: Education, Children with Special Needs, Inclusive Schools, learning Strategies

INTRODUCTION

Education is a basic foundation that must be owned by children all over the world without exception, regardless of race, ethnicity, religion, gender, and background (Rusmono, 2020). One of them is Children with Special Needs (ABK), naturally children with special needs can be defined as a condition that is different from children their age where they need special facilities and infrastructure to be able to carry out their daily activities (Harimi, 2021).

Inclusive schools are one of the places where children with special needs can learn and achieve a standardized education with their peers without discrimination and implement education that accepts inequality and diversity (Permendiknas No. 70 of 2009). Inclusive schools are an answer that education does not recognize discrimination, everyone has the right to get an equal education (Asiyah, 2018). There are many studies that reveal that children with disabilities who study in inclusive schools show excellent progress in terms of social skills and interactions that can support their adult development (Jesslin, 2020), thus inclusive education has become one of the highest alternatives in education programs in many countries since the UNESCO Salamanca expression in 1994.

In its implementation, it is certainly different from regular schools in general, therefore strategies are needed to help run education in inclusive schools (Wardhani, 2020). Strategy can be interpreted as a process, technique, methods and procedures in learning that are determined by educators to help students learn more effectively and ideally. In the process, an arrangement and strategy is needed in carrying out an interaction between educators and students so that educators are able to create a better and safer learning passion. A good and safe learning passion can make students more enthusiastic and easy to digest and capture materials so that the desired learning objectives can be achieved (Hasriadi, 2022). Strategies for children with special needs must be in accordance with what each learner needs, in designing learning programs, educators should already have personal data related to specific characteristics, skills, difficulties, and growth phases. Specific characteristics of *children with special needs* are usually related to functional growth phases such as sensory motor, cognitive, language skills, individual skills, personal image, social interaction skills and also their creative power (Ningrum, 2022). In this case, schools and educators must have responsibility for students with special needs (Sukardi, 2020). Schools must prepare a safe and supportive environment for all learners. Educators must also have adequate qualifications and skills to teach learners with special needs (Annisa, 2024).

Slow learner is a child with special needs with a substandard level of material capability. *Slow learners* are not included in the category of children who have mental retardation but rather the category of children who tend to be slow in learning, so they take longer to learn something compared to students who have a normal level of intellectual potential (Pramesti et al., 2023).

Speech delay is a delay in speech and difficulty in expressing feelings or desires which causes inhibition of communication with others (Saputri et al., 2023).

The subject of reading and writing the Qur'an acts as a foundation that must be owned by a Muslim regardless of background, so there is no reason to exclude children with special needs from receiving Islamic education or other education, as stated in the word of Allah Qs. An-Nur verse 61 "There is no prohibition for the blind, lame, sick, and other conditions to eat at home or anywhere else. There is no prohibition for you to eat alone or in a group" and in several hadiths also state that demanding knowledge is mandatory (Sumantri, 2020). Although the subject matter includes the cognitive domain, the affective domain must also be a harmonious part that appears in the teaching and learning process to the results of the process. Thus, the understanding and learning outcomes of reading and writing the Qur'an are seen in the character or morals of students in their daily lives (Sholih, 2023).

Seeing the problems that occur, especially in the process of learning to read and write the Qur'an, in which there are students with special needs. Therefore, the author is interested in researching learning strategies for reading and writing the Qur'an that are suitable for implementation in inclusive schools.

METHODS

This research uses a descriptive method with a qualitative approach. Qualitative research produces a research process that is carried out to explore human or social problems by producing structured and related thoughts that can be expressed in sentence form, conveying detailed discussions obtained from sources and references, also carried out in a natural setting (Fadli, 2021). This research is also categorized into *field research* where data collection procedures are carried out in the field.

The subject of this research is one of the students with special needs in grade 7 with the category of *slow learner* and *speech delay*. The data collection techniques used were observation and documentation. This research tries to explore the resolution of the problems that exist in the data, by presenting the data, analyzing the data, and interpreting the data. Then observed and finally analyzed and identified to produce a conclusion. The data analysis technique used includes data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSION

Every human being needs a maturation process, both physically and psychologically or psychologically. Maturation in a person cannot be significant without the encouragement of experiences in the form of education, learning, and the learning process (Amka, 2021). Therefore, a learning strategy is needed as a form of optimal and compatible operation of various learning elements. Therefore, to create an innovative learning strategy, educators can optimize the application of goals, materials, media, methods, evaluation, and the learning environment for students (Maulana, 2023). Educators are massively skilled in carrying out learning expositions in the basics of inclusive education with the mastery of educators mobilizing the class.

Language skills not only consist of reading and writing but also include listening and speaking skills. Reading and writing the Qur'an is one of the lessons that teaches how to understand the text of the Qur'an starting from reading, writing, copying, and others. The strategy of learning to read and write the Qur'an includes activities or techniques used by educators starting from designing, implementing activities to the evaluation stage and follow-up programs for students who have not mastered (Siregar et al., 2022).

Before determining what strategies to use in the teaching and learning process, of course, researchers made observations first related to the reading, speaking, learning styles and socializing abilities of students with special needs. From the results of these observations, it was found that students with the *slow learner* and *speech delay* categories were less fluent in reading and speaking. *Slow learners* or slow learners are children who have learning difficulties, they cannot accept the subject matter easily, are slow in understanding, achieving results far below their peers. Characteristics of problems in *slow learner learners* include *slow learners* prefer learning that is directly given by educators because it does not require too many skills, *slow learners* like learning that is abstract rather than concrete, *slow learners* always have difficulty when dictated so that often the words or sentences written are incomplete, *slow learners* prefer learning that is presented in visual form rather than oral, *slow learners have* difficulty reading by voice rather than reading silently.

In some communications, researchers often have difficulty knowing the intentions and desires of students with special needs due to *speech delay* disorders, in the implementation of speech delay is a challenge for students because reading and writing Quran lessons require speaking skills. Based on the results of initial observations, it was found that students with special needs in the learning process must have a teacher who accompanies them because they must be guided first and tend to be eager to learn when there are friends their age doing similar activities beside them. The socialization skills of students with special needs in this school are quite good and they often participate in various activities that researchers carry out such as playing games and cleaning activities with normal children

at the school. From the results of these observations, researchers carried out two strategies that were carried out for approximately 4 months, namely:

First, the reading and writing clinic. Of course, children with special needs need more attention and time than normal children of the same age. Therefore, researchers conducted a reading and writing clinic strategy in order to be able to control more closely with these students, armed with the results of observations showing that students with disabilities tend to be more enthusiastic about learning if there are friends their age doing similar activities nearby, so researchers carried out reading clinic activities with concurrent techniques where two students came forward to read iqra to educators in the classroom. The process of reading clinic activities for normal learners is carried out as in general where they read according to their knowledge, then corrected if there is something wrong from their reading. However, this method is different from students with special needs where students often lose focus and are easily distracted by small things, therefore researchers as much as possible organize the classroom atmosphere so that students with special needs can balance teaching and learning activities with focus. In contrast to normal children of the same age, children with special needs must be taught first related to the pronunciation of hijaiyah letters, students must place their focus on the educator's mouth following the movements and intonations that come out of the educator's mouth, based on the results of research that researchers have done this method takes approximately 4 weeks for special needs students to really focus on following the direction of the educator. One page of iqra can be repeated up to seven times reading clinic activities where in normal learners one page can be repeated 1 to 2 times only.

Learners with special needs also tend to want to read or do things only with their own items, therefore most children with special needs always have items to support learning activities in the classroom.

Second, *Learning by favorite movies*. Like normal children in general, children with special needs also have favorite movies and from here the researchers use the favorite movies of students with special needs as a means of learning to read and write the Qur'an where by using favorite movies students tend to focus more on understanding the learning delivered through the film.

The upin-ipin animated film series is one of the means that researchers do to carry out the strategy of learning to read and write the Qur'an. In some episodes of the upin-ipin animated film there are parts that teach the hijaiyah letters and the reading of short letters. Unlike the previous strategy which was carried out simultaneously with normal students, this strategy is carried out separately with other students. This activity is usually carried out for 20 minutes before the class entrance bell after recess or after school hours.

During the research, this activity is more effective than the previous strategy because it requires about 4-5 repetitions of the movie students can already read the hijaiyah letters, students are also more focused and comfortable in teaching and learning activities.

CONCLUSIONS AND RECOMMENDATIONS

The term special needs children does not always refer to mental or physical disabilities, but rather refers to the special services needed because of a disorder. The results of the research conducted show the following: First, *slow learners* or students with special needs prefer direct learning because it does not require a lot of skills, he also likes visual learning. Second, researchers in its implementation used two strategies, namely reading and writing clinics and *learning by favorite films*. Third, although learners with special needs often have difficulty focusing, they prefer learning that is carried out together with their peers. Fourth, keep in mind that each child with special needs holds different characteristics that cannot be generalized from one to another, therefore educators before starting the teaching and learning process must first make observations to find a suitable strategy to use in the learning process.

LITERATURE

- Amka, A. (2021). Learning Strategies for Children with Special Needs.
- Annisa, A. I. 2024. Inclusion-Based Curriculum in Arabic Language Learning at SMPIT Harapan Bunda Purwokerto Selatan Banyumas. Thesis, Arabic Language Education Study Program. Purwokerto: State Islamic University Professor Kiai Haji Saifuddin Zuhri.
- Asiyah, D. (2018). The impact of inclusive school learning patterns on children with special needs. *Prophetic: Professional, Empathy, Islamic Counseling Journal*, 1(01).
- Fadli, M. R. (2021). Understanding the design of qualitative research methods. *Humanika, Scientific Review of General Subjects*, 21(1), 33-54.
- Harimi, A. C., & Ambarwati, D. A. (2021). Arabic Language Learning for Children with Special Needs in Class III of Qaryah Thayyibah Purwokerto Elementary School. *Ihtimam: Journal of Arabic Language Education*, 4(1), 12-19.
- Hasriadi, H. (2022). Learning Strategy.
- Jesslin, J., & Kurniawati, F. (2020). Parents' perspectives on children with special needs in inclusive schools. *JPI (Journal of Inclusive Education)*, 3(2), 72-91.
- Maulana, A. (2023). Arabic Language Learning Strategy. Bumi Aksara.
- Ningrum, N. A. (2022). Learning Strategies for Children with Special Needs in Inclusive Education. *Indonesian Journal of Humanities and Social Sciences*, 3(2), 181-196.
- Permendiknas Number 70 of 2009 concerning Inclusive Education for Learners with Disabilities and Potential for Special Intelligence and/or Talent.
- Pramesti, R. A., Wardana, L. A., & Hattarina, S. (2023). A LEARNING MODEL FOR SLOW LEARNERS IN CLASS VI AT JATIURIP 1 ELEMENTARY SCHOOL IN PROBOLINGGO DISTRICT. *Seroja: Journal of Education*, 2(4), 275-285.
- Rusmono, D. O. (2020). Optimizing inclusive education in schools: a literature review. *Manage: Journal of Education Management*, 7(2), 209-217.
- SHOLIH, R. F. (2023). STRATEGIES OF PAI TEACHERS IN LEARNING TO READ AND WRITE THE AL-QUR'AN AT SD BUDI LUHUR SEMARANG (Doctoral dissertation, Sultan Agung Islamic University).
- Saputri, M. A., Widiyanti, N., Lestari, S. A., & Hasanah, U. (2023). Variety of children with special needs. *Childhood Education: Journal of Early Childhood Education*, 4(1), 38-53.
- Sumantri, B. A. (2020, July). Inclusive Education in Surah al-Hujurat Verses 10-13 and Surah Abasa Verses 1-10. In *The Indonesian Conference on Disability Studies and Inclusive Education* (Vol. 1, pp. 125-140).
- Sukardi, 'Services for children with special needs through inclusive education', *Journal of Elementary School*, Vol. 7, No. 2 (2020), p. 339. 339.
- Wardhani, M. K. (2020). Perceptions and Teaching Readiness of Student Teachers towards Children with Special Needs in the Inclusive School Context. *Scholaria: Journal of Education and Culture*, 10(2), 152-161.