

Methods of Islamic Religious Education for Children with Special Needs in Muslim Families in Banjarmasin, Indonesia

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Abstract: Children with Special Needs have different problems from children in general. They need special attention because of their limitations. Parents should pay attention to methods of Islamic Religious Education for Children with Special Needs to support children's development. The research method used is field research with a multi-site-based qualitative approach. The subjects in this study were 5 Muslim families from 5 sub-districts in the city of Banjarmasin, who had children with special needs in the mild category and had applied various methods of Islamic religious education and were accepted at the Inclusion State Elementary School in the city of Banjarmasin. The results of this study indicate that the Islamic religious education methods applied to children with special needs in Muslim families in Banjarmasin City are exemplary methods, advice, habituation, motivation and attention, punishment, communication-oriented, task analysis, direct instruction methods, and Method Prompts.

Keywords: Methods of Islamic Religious Education, Children with Special Needs, Muslim Families.

INTRODUCTION

IRE or Islamic Religious Education is the role and responsibility of parents as a family (Rahmadania, Sitika, & Darmayanti 2021; Izzah, 2018; Ramadhani et al. 2020). Islamic Religious education (IRE) exists in schools and communities as three education centers. The development and formation of a child's morals and attitude through Islamic Religious Education (IRE) to form a devout person are academic and spiritual needs through science. IRE is an education and teaching to develop noble morals and direct them to become Islamic personalities. Parents must have basic abilities, namely the ability to be able to identify and understand the characters of children with disabilities, know the concepts, and be able to carry out assessments for children with special needs and develop these assessment tools. IRE teachers in families must also have the basic skills to design, implement, and evaluate the teaching and learning process for children with special needs and be able to carry out educational management for Excellent School (Nasiah, 2020). IRE trains and teaches skills in the implementation of worship and as a personality builder by religion in terms of mind, attitude, and morals, which is more important than memorizing religious propositions and laws alone. The role of IRE is to result in understanding, abilities, and skills as a foundation for faith in children. IRE comprises three aspects that require attention to cultivate Islamic values: physical, psychological, and age elements.

One of the problems in Indonesia is the lack of understanding, awareness, and access to human rights which results in the inability of children with special needs to fully participate in community life (Arif et al., 2021; Dias et al., 2020; Pratiwi, Ismail, & Irayana, 2021). In fact, not all children born in the world experience normal growth (Maulida et al., 2020; Othman et al., 2022; Puzanova et al., 2021). There are some children who experience

obstacles, distractions, delays, or risk factors that require special treatment, handling, or intervention. This group is known as children with special or extraordinary (Grygus et al., 2019; Hamdan et al., 2021; Vincent et al., 2021). A family that has a child with special needs is the first foundation to provide Islamic Religious Education and skills for life. The various methods of Islamic Religious Education that have been applied to families who have children with special needs are certainly unique and interesting to study (Anwar, 2021; Arianti et al., 2022; C et al., 2019; Ferguson & Watt, 2022; Othman et al., 2022; Saari et al., 2022). So, the purpose of the research in this article is to find out the methods of Islamic religious education for children with special needs in Muslim families in the city of Banjarmasin.

Children with special needs can be interpreted as children who are classified as disabled or who have disabilities, as well as mature and gifted children (Ediyanto, et al., 2023). In its development, currently, the concept of disability has turned into an exception or extraordinary. The concept of disability is different from the concept of disability. The concept of disability only relates to disability, while the concept of disability or extraordinary includes children who are disabled or who are gifted with excellence (Efendi et al., 2022; Kvande et al., 2019; Oprişan & Ghimpe, 2022; Sarti et al., 2021). Some of those included in children with special needs include blind, deaf, mentally retarded, mentally and physically disabled, learning difficulties, behavioral disorders, gifted children, and children with health problems. Children with special needs need a form of special education services that are tailored to their abilities and potential. For example, the deaf communicate using sign language and the blind need to modify reading texts into Braille (Ediyanto & Aqilah, 2022).

Children with special needs in this study were children with special needs in the mild category, namely mild autism (children who have difficulty in two-way communication or difficulty communicating with others) and mild hyperactivity (deviations in behavior that can still be controlled), children aged 6-15 years (Hande et al., 2020; Kvande et al., 2019; Reece & Hulse, 2019; Sorkkila & Aunola, 2020). The Muslim family in question is a small family consisting of both parents and children with special needs. This Muslim family has the knowledge and belief that Islamic religious education is important for all family members, including children with special needs. There are 5 families that fit into this category as well as represent several regions in Banjarmasin, namely East, South, West, Central, and North Banjarmasin. Therefore, the research method used is multi-site-based qualitative descriptive research.

There are several research results related to IRE methods for students with special needs. There are various methods that have been applied to children with special needs. But related to the method of Islamic religious education for children with special needs in families is relatively few (D'Amico & Guastella, 2019; Gallud et al., 2021; Masquillier et al., 2021; Penulis et al., 2021; Shiratori & Kojima, 2022; Skrypnyk et al., 2020). Identification of Children with Special Needs at SDN Antasan Kecil Timur 1 Banjarmasin Utara: 21 (7.125%) children with Special Needs (Gerber et al., 2021; Kohama et al., 2020; Reece & Hulse, 2019, 2019). And the research by Maftuhin and Fuad, IRE for students with special needs uses the method of discussions, lectures, and practices (Anwar, 2021; Arianti et al., 2022). Then, Suhendrik's research mention teacher makes lesson plans by considering students' characteristics with special needs. Selection and use of various learning methods, media and strategy are based on syllabi and lesson plans. Research on children with special needs also produces an Islamic school management model for children with special needs based on decentralization and has a national curriculum. Rosiyida Nurul Anwar, explains about management of IRE Learning in Children with Special Needs (Anwar, 2021). Raharjo AS, Islamic Religious Education Strategy Learning for Special Needs Children at Primary Education Level (Raharjo, 2018). In addition, it is also discussed in the practice of teaching

and IRE learning children with intellectual disability at SLBN 1 Pulau Punjung. The teachers adjust individual and group learning strategies as a method of reflection from group learning by using experience, habituation, emotional and exemplary approaches adapted to the character of their students (Ishmi 2021). Based on the explanation above, this research focuses on Methods of Islamic Religious Education for Children with Special Needs in Muslim Families in the City of Banjarmasin. This research is important because the role of a family is very important for children with special needs. Thus, Muslim families should apply appropriate methods for children with special needs when carrying out religious activities. If Islamic religious education is carried out effectively and efficiently and fun for children with special needs. Thus, Islamic religious education should not be a burden for children with special needs.

METHOD

The research method used is field research with a multi-site-based qualitative approach. The subjects in this study were five Muslim families from 5 sub-districts in the city of Banjarmasin, who had children with special needs in the mild category and had applied various methods of Islamic religious education and were accepted at the Inclusion State Elementary School in the city of Banjarmasin. The research locations were Banjarmasin City. Interview and observation techniques to find information related to the methods of Islamic Religious Education for Children with special needs in Muslim families in the Banjarmasin. Interview techniques to know in detail about methods of Islamic Religious Education for children with special needs in five families research locations. Then, there is a comparison of research result from different sites. Based on the results of data collection, the author will then conduct data analysis. Miles and Huberman explained that there are three methods in qualitative data analysis, namely data reduction, data presentation, conclusions withdrawal/verification (Hakim et al., 2021; Rantauwati, 2020; Riinawati et al., 2022; Thalib, 2022). So, this research's validity can be achieved by a proper data collection process, namely by triangulation to check data from observations, interviews, and documentation so that the data obtained is valid (Seixas, Smith, & Mitton, 2018).

RESULT AND DISCUSSION

Results

The research team conducted observations and interviews with 5 seasonal families who had children with special needs. The children with special needs in this study are children with special needs who are still in the mild category, not severe, which focuses more on Autism and Hyperactivity (ADHD). Five Muslim families can be seen in the following picture:

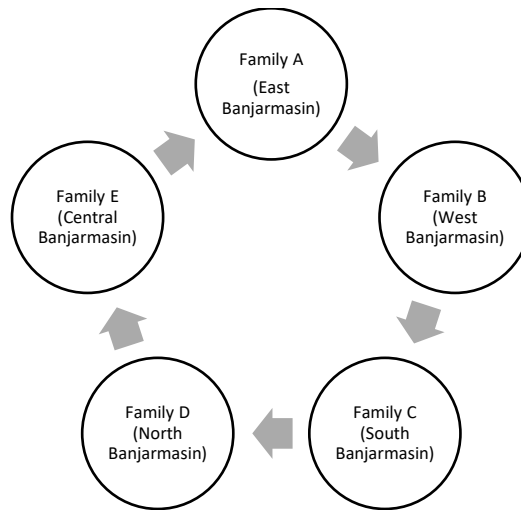


Figure 1. Muslim Families Have Children with Special Needs

The research locations were Banjarmasin City. The subjects in this study were five Muslim families from 5 sub-districts in the city of Banjarmasin, Family A in East Banjarmasin City, Family B in West Banjarmasin City, Family C in South Banjarmasin City, Family D in North Banjarmasin city and Family E in Central Banjarmasin city. They had children with special needs in the mild category and had applied various methods of IRE and was accepted at the Inclusion Elementary School in the city of Banjarmasin.

The Muslim family applies several methods of IRE for children with special needs in their family, to internalize Islamic values in children with special needs. The methods of Islamic education applied by Muslim families in the city of Banjarmasin can be seen in the following table:

Table 1. The method used in IRE for children with special needs in Muslim families in the city of Banjarmasin

Family	Exemplary Method	Habituation Method	Advice Method	Mindfulness Method	Method of Punishment	Communication Method.	Task analysis method	Direct Instruction Method	Method Prompts
A	√	√	√	√	-	√	√	√	√
B	√	√	√	√	√	√	√	√	-
C	√	√	√	√	√	√	-	√	-
D	√	√	√	√	-	√	√	√	-
E	√	√	√	√	-	√	√	√	-
	100%	100%	100%	100%	40%	100%	80%	100%	20%

Based on the table above, there are several findings on the application of Islamic religious education methods for children with special needs in Muslim families. Of the 9 methods, the least used is the Prompts method (20%), because Muslim family members still

do not understand the proper steps when they want to apply the method. While the method of punishment, ranks second (40%), the least applied because the method of punishment is the last alternative that must be chosen by Muslim families. Because children with special needs in Islam are people who have not converted so they are not burdened with obligations as Muslims.

Children with special needs are children who have physical, mental, behavioral abnormalities or sensory abnormalities such that developing their abilities to the maximum (capacity) requires special education. In general, Western theory views that religious education for children with special needs is unnecessary, because religion is an area of privacy. In contrast to the Islamic view which states the theory of fitrah, that actually children with special needs have religious potential that must be developed through education (Setiawan, 2019). As the education carried out by SD Harapan Bunda Banjarmasin uses a mixed learning model, it is not limited to one particular model to be applied and presented in the learning of Islamic Religious Education in order to instill religious values in children with special needs. One of the learning models implemented there is learning active, innovative, creative, effective and fun learning, which is active, interactive, creative, and interesting learning with various approaches such as: teacher-centered approach, approach directed at student activity, a very important humanitarian approach, especially the underlying learning is carried out for make and position them as children who need education, extra guidance. With a high sense of humanity, teachers are able to carry out learning in schools that have many challenges and limitations (Syarifudin, 2017). In addition, teachers also need to understand how to manage the learning of Islamic Religious Education children, including: making IRE learning plans for children with special needs in inclusion settings, implementing various strategies for IRE learning, evaluating IRE learning outcomes, and identifying the obstacles faced by both in planning, implementing and evaluating IRE learning in inclusive schools (Lubis, Budianti, & Zulpadlan, 2022). They have the same rights as normal children to grow and develop in a family environment, so special schools must be packaged and designed in such a way that their programs and services are close to the children with special needs environment. So, Children with special needs (formerly referred to as extraordinary children) are defined as children who need special education and services to fully develop their human potential (Ishartiwi, et al. 2022; Nasiah, 2020). The mention of it as a child with special needs, is because in meeting their needs, this child needs help with education and social services, guidance and counseling services, and various other types of services that are specific in nature. The children with special needs in this study are children with special needs who are still in the mild category, not severe, which focuses more on Autism and Hyperactivity (ADHD).

The Autism is a symptom of total self-closing, and one no longer wants to relate to the outside world, is a complex developmental disorder, that affects behavior, with the result of a lack of communication skills, and social and emotional relationships with others, and does not depend on race, ethnicity, economic strata, social strata, education level, the geographical place of residence, and type of food. Autism is a complex developmental disorder whose symptoms must appear before a child is 3 years old. This pervasive neurological disorder occurs in the neurobiological aspect of the brain and affects the process of child development. As a result of this disorder, the child cannot automatically learn to interact and communicate with his surroundings, so that he seems to live in his own world. In addition, autism can be interpreted as a brain disorder that affects a person's development. People with autism have problems or problems communicating and interacting with others. A child with autism may appear very absent-minded, isolated, or isolated, they may not want to make eye contact with other people, they may not talk or play like other children do or they may repeat

certain movements and behaviors over and over and over again excessive. Like teachers in inclusive schools who demand that they have the ability to teach students with special needs. They must be patient and painstaking in guiding unique/special children, because every child with special needs, especially children with autism, has different variations of disorders (Putra, Herningrum, & Alfian 2021).

Autism is not included in the class of a disease but a collection of symptoms of behavioral disorders and in a micro-sociological analysis of the logic of their thinking and interactions with others, autistic people have a deficiency in creative induction or make inductive reasoning, namely reasoning that moves from special premises (minor) to general conclusions, while deduction, namely moving to specific conclusions from (special) premises and abduction, namely laying general premises to specific, strong conclusions. Behavioral difficulties in concentrating and hyperactivity in children with autism are basically the impact of damage to the child's share. The two types of behavior will have a negative impact on both the child and the environment. For this reason, special treatment or therapy is needed so that the condition does not get worse. The types of therapy for autistic children that can be done include (a) music therapy, (b) biomedical therapy, (c) occupational therapy, (d) sensory integrity therapy, (e) play therapy, (f) behavioral therapy, (g) physical therapy, (h) speech therapy, (i) developmental therapy, (j) physical therapy, (k) medical therapy, and (l) food therapy.

Discussion

The ADHD or Attention Deficit Hyperactive Disorder was first alluded to by a neurologist, Heinrich Hoffman (1845) explains about behavior which became known as hyperactivity in his children's storybooks. Attention Deficit Hyperactive Disorder was first proposed by a British doctor, George F. His research on a group of children who showed an abnormal inability to focus attention, restlessness, and restlessness. He argued that these children had serious deficiencies in terms of the will that stemmed from biological innate. "The disorder is caused by something inside the child and not due to environmental factors." ADHD is the name given to children, adolescents, and some adults, who are less able to pay attention, easily distracted, overactive, and impulsive. According to Millichap, ADHD is a neurobiological disorder and not a disease that has a specific cause. cause an imbalance in most of their life activities.

Children with special needs should also receive special attention. They can be equal and not feel different from other normal children. IRE has a very important role and responsibility for children with special needs, namely; 1) the government's active role, 2) strengthening the mental condition of parents, and 3) adequate social support. With regard to the implementation of these responsibilities, it can be carried out using learning strategies so that they can be optimized by modifying (content, process, evaluation), functional, task analysis, individual learning, peer learning. Apart from that, inclusive education can also be carried out which provides opportunities for all students who have disabilities and have the potential for intelligence to participate in education in an educational environment together (Putra et al. 2021).

The definition of family is a bond between men and women based on legal marriage laws and regulations. Family is a system that is interconnected and interdependent, influencing and being influenced by its environment. While the definition of family in reality is a group of people consisting of the head of the family and its members in marriage ties who live in one place of residence, have rules, are able to influence among its members and have clear goals and programs. Education in the family is education that is habituation, spontaneous, unique and impressive. Family education is organic education, the educational

material contains life experiences, media and methods adapted to the circumstances or conditions of each family. In substance, family education contains values related to the basic functions inherent in the family. Education in the family is education that is habituation, spontaneous, unique and impressive. Family education is organic education, the educational material contains life experiences, media and methods adapted to the circumstances or conditions of each family. In substance, family education contains values related to the basic functions inherent in the family (Rakap, Vural-Batik, & Coleman, 2023). These values include the value of affection, managing and training children, assignment of tasks in the family, the value of responsibility, the value of worship (spiritual), the value of careful and useful life, moral values, and so on. These values are of course instilled by the family. while raising children with the aim that they can be good people in all aspects of life and especially to be obedient servants of God. Because the purpose of learning Islamic religious education is how children with special needs can understand and understand Islamic teachings which are the topic of discussion (cognitive), then from this understanding children with special needs can apply them to be part of attitudes and values in everyday life (affective), and students have skills related to the lesson (Zein, 2018). So that the role of parents in Islamic religious education has an important role for children by motivating, guiding, supervising, setting a good example and providing facilities for children's needs and religious facilities such as allowing children to go to school, picking children up and accompanying children patiently in accordance with the conditions of their abilities. experienced by children with special needs (Ishmi, 2021). Based on the description above, it can be explained that family education is essentially a function of the institution within the family itself which is implemented as a whole. So that family members have much experience gained from the family education process carried out. Then in terms of the environment, both family and friends along with school environment is also very influential in providing support so that students are motivated to learn. In particular, parents should be able to share their time and attention with their children. Children will be motivated when they are surrounded by people who are passionate about learning and vice versas (Wahyuni & Bhattacharya, 2021).

Islamic religious education methods for children with special needs in Muslim families in the city of Banjarmasin are:

1. Exemplary Method (Soemarna, et al. 2023)

As a Muslim, you must have a role model or example that should be emulated as a reflection of a Muslim. The Messenger of Allah is a perfect role model and role model as the main role model to emulate. This has been explained in Q.S. Al-Ahzab / 33: 21. Exemplary in the method of religious formation has two characteristics, namely indirect ones such as examples obtained from the nature and behavior of caregivers or from parents in terms of clean living habits (Putra et al., 2021). And direct examples like how to do a good and right prayer. The exemplary method is considered important because the most important aspect of religion is morality which is included in the affective area which is manifested in the form of behavior (behavioral). To reinforce the example of Rasulullah SAW. Therefore, the Al-Qur'an further explains the morals of the Prophet Muhammad which are presented in various verses in the Al-Qur'an. 127 For example in Q.S. Al-Fath / 48 : 29 Exemplary. As a Muslim, you must have a role model or example that should be emulated as a reflection of a Muslim. The Messenger of Allah is a perfect role model and role model as the main role model to emulate. This has been explained in Q.S. Al-Ahzab / 33: 21.

2. Habituation Method

Habituation is a relatively sedentary and automatic process of forming attitudes and behavior through an iterative learning process. The habituation process begins with

imitation, then habituation is carried out under the guidance of parents and teachers and caregivers so that children get used to it. If it has become a habit that is embedded deep in their hearts, it will be difficult for students to change from that habit. Habituation is the process of forming attitudes through an iterative process which is initially guided by parents, teachers or caregivers. So that it becomes a child's habit that is attached to himself and his daily attitude (Ardianingsih, Ashar, & Budiyanto 2023). The habituation process is very for children. Children need to get used to good and directed behavior, skills, skills and mindsets. Educate with habituation methods in accordance with the hadith of the Prophet Muhammad SAW. This hadith explains that good activities or work must be carried out continuously, even if only a little. Likewise, the habituation carried out in Islamic religious education needs to be carried out continuously even if it is only small things that have positive value.

3. Advice Method

Advice is a warning with kindness and can soften the heart and encourage charity. Advice through conveying "had" (limits determined by Allah) accompanied by wisdom, *targhib* (threats or warnings through punishment). Gentle advice by explaining the rewards or threats. Giving advice with feelings of love and tenderness will be easily accepted and able to change human life. Advice that can touch the heart by: a. The adviser feels involved in the content of the advice. b. The adviser must feel concerned about the fate of the person being advised. c. The adviser must be sincere. d. The adviser must repeatedly do it. The method of advice is contained in the word of Allah Q.S. *An-Nahl* / 16:125. The advice given is always accompanied by exemplary. Advice aims to raise awareness of the person being advised so that he wants to be willing to implement the legal provisions or teachings given to him. This can be seen in what Luqmanul Hakim did to his son as described in Q.S. *Luqman* / 31: 13-19. Children's education must be based on compassion, so that children can easily accept advice, and if children do not want to be advised, then they should not despair, children are also taught to be polite to parents, do not associate partners with Allah, perform prayers, order good deeds and stay away from evil deeds. and not arrogant (*takabbur*).

4. Mindfulness Method

Attention is a method of devoting, paying attention to, and always following the development of children in Islamic religious education, namely aspects of *aqidah*, morals, spiritual and social, as well as physical health (Ishmi, 2021; Sofi & Mohd Yassin, 2022). Attention with love to monitor the development of children and can control the growth and development of children. Islam instructs parents to pay attention to and control their children in terms of life and education, including paying attention to the child's faith aspect, paying attention to the child's moral aspect, paying attention to mental and intellectual aspects of the child, paying attention to the physical aspect of the child, paying attention to the child's psychological aspect, and paying attention to spiritual aspect. Exemplary Method, Habituation Method, Advice Method, Mindfulness Method, Method of Punishment. Punishment as part of the method in Islamic religious education for early childhood does not have to be applied. The punishment according to Hurlock is "Punishment means to impose a penalty on a person for a fault offense or violation or retaliation". Punishment is imposing a sanction on someone for an offense or mistake as a reward or reward. An educator is not free in such a way as to punish a child. The Method of punishment is conditional and relative, because the same mistake or violation does not necessarily receive the same punishment, because they are different in different conditions and situations, including the people who impose the punishment are also different (Ishmi, 2021; Wahyuni & Bhattacharya,

2021). The principles that must be considered in using punishment are psychological principles, sociological principles, biological principles, and pedagogical principles.

5. Communication Method

The main teaching method for children with special needs is communication (Swastika, Sunandar, & Indreswari, 2021). Communication is the most basic thing that is done by educators to children with special needs to get a good relationship. With a good relationship between educators and children with special needs, it will affect the learning process. The realization of good communication gives a sense of comfort for children with special needs (Kelly, et al., 2023). Teaching and learning activities in the classroom can be carried out well and learning objectives can easily be achieved.

6. Task analysis method

This teaching method is carried out by means of educators explaining the tasks that must be completed by children with special needs in competency indicators. This aims to measure the ability of children with special needs to carry out the tasks that have been given according to competency indicators.

7. Direct Instruction Method

This method aims to support the learning of children with special needs in order to provide development in their cognitive, affective and psychomotor abilities (Ab Halim & Tahar, 2022). This method can be carried out by educators in stages and structured in the form of instructions. This method is centered on parents as educators, but children still play an active role in the learning process both physically and mentally (Eratay, 2020).

8. Method Prompts

This method is used by people to provide assistance to children with special needs in the form of explanatory or additional information in order to produce a correct and appropriate response. Kinds of prompts namely:

a. Verbal prompts

This method is used to help students by giving additional instructions in the form of verbal information. Verbal information in question is information conveyed verbally or in the form of words. Example: Andi is one of the Children with Special Needs. Andi learns to wear a tie, the instructions given are to wear your tie Andi!, the verbal prompts are to put the tie on your neck first.

b. Gestural prompts

This method aims to provide assistance by parents to children with special needs in the form of explanatory information conveyed through body movements (gestures). For example, if parents give a sign to Andi, the sign can do it by forming the letter O on the fingers and the sign cannot by forming the letter X on the fingers

c. Modeling

This method is carried out to provide information to students about how to complete their assignments by practicing. This modeling will be carried out if the verbal prompts are deemed unsuccessful. Example: When Andi was learning to wear a tie, his parents gave verbal prompts. However, Andi did not understand the information provided, so modeling can be done by directly practicing how to wear a tie properly and correctly, so Andi can imitate it.

d. Physical prompts

This method is used if the prompts above are deemed unsuccessful. Physical prompts are a method to help children carry out their duties by providing physical contact. Example: When Andi was learning to wear a tie, his parents gave verbal prompts. However, Andi did not understand the information provided, so he turned

to the model. Unfortunately, Andi still has not caught the help. Therefore, physical prompts can be carried out by helping Andi's parents directly with how to wear a tie.

e. Peer tutorial

This method is carried out in pairs consisting of two children with different levels. For example, child A is paired with child B who has a better level of intelligence than A. This is so that child B can teach child A who is less intelligent. Peer tutorials are usually implemented with siblings or other family members of normal children with special needs. The existence of this method aims to increase a sense of concern among others.

f. Cooperative learning

The latter method is carried out in groups to complete the tasks or problems given. So that with cooperative learning, every child can mingle with family members or friends who have different abilities to work together (Lee, et al. 2021).

These are some of the findings of the application of Islamic religious education methods for children with special needs in families. Although relatively varied, these 9 methods have been applied to Muslim families who have children with special needs.

CONCLUSION

The method used in Islamic religious education for children with special needs in Muslim families in the city of Banjarmasin is Exemplary Method, Habituation Method, Advice Method, Mindfulness Method, Method of Punishment, Communication Method, Task analysis method, Direct Instruction Method dan Method Prompts. All relative methods have been applied to Muslim families who have children with special needs except for the prompt method, there are several families who are not very familiar with this method. So the researchers provide recommendations for parents who have children with special needs to spend time studying effective and efficient methods for providing Islamic religious education to children with special needs. Educational institutions for children with special needs need to provide opportunities for parents to attend training, seminars, workshops and others to increase knowledge related to Islamic religious education methods for children with special needs in Muslim families.

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