Utilization of Video in Islamic Religious Education (IRE/PAI) Learning for Mentally Retarded Student at Public Special School (SLB-C)

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Abstract

This study aims to describe the implementation of PAI learning on developmentally disabled students at SLB C Negeri Tulungagung. The research method used is descriptive qualitative. This research results in PAI learning, which is carried out at SLB C Negeri Tulungagung by using the lecture, question and answer method, discussion, and a demonstration using video. The use of videos for developmentally disabled students is constructive in learning activities because they require repetition of material from the video. The supporting factors for PAI learning at SLB C Negeri Tulungagung are adequate facilities for learning at school, the participation of student guardians, quota assistance from the government, and the selection of appropriate learning media. While the inhibiting factors include the absence of special PAI teachers, the use of video learning media has not been maximized, not all parents of students have Android-based cell phones, so they are not optimal in delivering material.

Keywords:Developmentally Disabled Student, Learning Media, IRE/PAI Learning.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan pembelajaran PAI pada peserta didik tunagrahita di SLB C Negeri Tulungagung. Metode penelitian yang digunakan adalah kualitatif deskriptif. Hasil dari penelitian ini adalah pembelajaran PAI yang dilaksanakan di SLB C Negeri Tulungagung dengan menggunakan metode ceramah, tanya jawab dan diskusi serta demonstrasi menggunakan video. Penggunaan video untuk peserta didik tunagrahita sangat membantu dalam kegiatan pembelajaran karena mereka membutuhkan pengulangan materi dari video tersebut. Faktor pendukung pembelajaran pembelajaran PAI di SLB C Negeri Tulungagung adalah sarana yang cukup untuk pembelajaran di sekolah, peran serta wali murid, bantuan kuota dari pemerintah, serta pemilihan media pembelajaran yang sesuai. Sedangkan faktor penghambatnya antara lain tidak adanya guru khusus PAI, belum maksimal pemanfaatan media belajar video, tidak semua wali siswa memiliki telepon seluler berbasis android sehingga tidak maksimal dalam penyampaian materi.

Kata Kunci: Media Pembelajaran, Pembelajaran PAI, Tunagrahita.

Introduction

Education can be interpreted as a human effort to foster his personality following the values in society and culture. That is why education is often stated to have

existed throughout human civilization. [1] Based on the provisions of the law, it is explained that there is special treatment for students who have learning difficulties or have superior intelligence and talent potential. Article 32, paragraph 1 of the National Education System states: "Special 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 the potential for special intelligence and talent."[2]

These decisions provide the basis that children with disabilities are entitled to the same opportunities as other normal children in education and teaching. Children with special needs are explicitly addressed to children who are considered to have deviations from the average physical, mental, and social behavior characteristics[3] or children who are different from the general average because there are problems in the ability to think, see, hear, socialize, and move. [4]

Children with special needs are used for children who have intellectual abilities below average or commonly referred to as mental retardation.[5] The ability of mentally retarded children can be trained, even though there are obstacles such as disturbances in the use of appropriate learning media. Media is something that transmits messages and can stimulate students' thoughts, feelings, and desires so that it can encourage the learning process to occur in themselves. Creative use of media will allow students to learn better and can improve their performance following the goals to be achieved.[6]

Learning media is used as a messenger between teachers and students to achieve learning objectives. The function of learning media is as a teaching aid that also influences the conditions and learning environment arranged in such a way by the teacher. Educators can at least use tools that are cheap and efficient. Although unpretentious and straightforward, they are necessary to achieve the expected teaching goals. Besides being able to use the available tools, teachers are also required to be able to develop skills in making learning media that will be used in the media is not yet available.[7]

[1] Tim Dosen FIP-IKIP Malang, *Pengantar Dasar-Dasar Pendidikan* (Surabaya: Usaha Nasional, 1987).

[2] *Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, 2003.

[3] W.L Heward and M.D Orlansky, *Exceptional Cildren* (Columbus: Merill Publishing Company, 1998).

[4] Daniel P Hallahan and James M. Kauffman, *Exceptional Children : Introduction to Special Eduaction* (Mexico: Prantice Hall Inc, 1988).

[5] Mohammad Efendi, *Pengantar Psipedagogik Anak Berkelainan* (Jakarta: PT Bumi Aksara, 2006).

[6] Usman, *Media Pembelajaran* (Jakarta: Ciputat Pers, 2002).

[7] Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT. Raja Grafindo Persada, 2005).

Previous research has been conducted by Shoffi,[8] regarding the use of audio-visual learning media in PAI subjects, the result of which is that the use of the media begins with the preparation of materials, teaching materials, and infrastructure in learning. The implementation activities are divided into three parts: opening activities, core activities, and closing activities. The evaluation stage for mild developmentally disabled students was carried out to determine the development and changes of children towards religious behavior. Itiarani's research,[9] on the use of Youtube videos as a learning medium found that videos from Youtube were used as learning media to search for learning materials. A teacher's creativity in utilizing advances in information and communication technology is essential in advancing the world of education. Indra's research,[10] on the use of learning videos as learning resources found that the use/operation of the Learning Video CD media is effortless and feasible to be used as a collaborative medium in the subject/training learning process.

Researchers are interested in researching the learning of developmentally disabled students because there are still limited educational institutions concentrating on children with special needs. The SLB, a particular school for mental retardation, has not fully accommodated students with these special needs. Researchers have the motivation to produce findings related to engaging learning media for developmentally disabled students to be implemented in schools that have developmentally disabled students. So that the learning carried out, especially in PAI, can run optimally.

Based on observations at SLB C Negeri Tulungagung,[11] PAI learning is not carried out by PAI teachers specifically, so it is necessary to use various methods and media in delivering PAI material. With technology and lots of relevant learning videos, it is hoped that it will help teachers deliver material and increase students' understanding in the field of Islamic Education, especially during this pandemic. The learning media used are pictures, cards, and videos to maximize learning in Islamic Religious Education materials. They consider that students at SLB C Negeri Tulungagung have special needs for mental retardation who require more understanding than other children.

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[8] Shoffi Rosyad Al-Ma'arif, "Penggunaan Media Pembelajaran Audio – Visual Dalam Mata Pelajaran PAI Pada Siswa Tuna Grahita Ringan Kelas V Di SLB Harmoni Surakarta" (IAIN Surakarta, 2020).

[9] Itiarani, "Penggunaan Video Dari Youtube Sebagai Media Pembelajaran PAI Di Kelas VIII SMP Negeri 20 Bandar Lampung" (Universitas Islam Negeri Raden Intan Lampung, 2019).

[10] Indra Aditya, "Pemanfaatan Video Pembelajaran Sebagai Sumber Belajar Bagi Siswa Kelas 1 Program Studi Teknik Bangunan Gedung" (2011).

[11] Peneliti, Observasi Awal Penelitian, 2021.

Based on this background, the researchers are interested in conducting a study titled "Utilization of Video in PAI Learning for mentally retarded students at SLB C Negeri Tulungagung." The selection of researchers at SLB C Negeri Tulungagung to find appropriate learning methods for developmentally disabled students. Researchers hope that the results of this study can be used by other schools that have students with mental retardation other than SLB.

Method

This study uses a descriptive qualitative research method to describe, record, analyze, and interpret the currently happening conditions.[12] The research was conducted at SLB C Negeri Tulungagung, located at Jl. Jend. Basuki Rahmad III/28 Tulungagung. The research was carried out during April-June 2021. The data sources used were person, place, and paper.[13] Data collection techniques using interviews,[14] observation[15] and documentation.[16] The data analysis used is interactive data analysis consisting of three activities that coincide, namely: (a) data reduction, (b) data presentation, and (c) conclusion drawing/verification.[17]

Result and Discussion

PAI Learning at SLB C Negeri Tulungagung

PAI learning at SLB C Negeri Tulungagung is carried out by classroom teachers who double as PAI teachers by direct practice on the material in worship activities. This method is done because the best way to educate students with special needs is to deliver concrete material. However, during distance learning, educators use video media sent through the student's parental device.[18] The use of video media is an alternative solution for distance learning because it is seen as the closest medium to giving examples or direct practice. Contextual learning models are more effectively applied to developmentally disabled students because they prioritize concrete examples to understand students receiving subject matter. That is following the ability of

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[12] Mardalis, *Metode Penelitian Suatu Pendekatan Proposal* (Jakarta: PT Bumi Aksara, 2004).

[13] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002).

[14] Sugiyono, *Metode Penelitian Kualitatif Dan R&D* (Bandung: Alfabeta, 2009).

[15] Sugiyono.

[16] Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*.

[17] Mattew B. Miles and A. Michael Hubberman, *Qualitative Data Analysis* (London: Sage Publication, 1994).

[18] Multazamah, Interview on 28 Juni 2021.

developmentally disabled students who cannot think abstractly, and they prefer to think concretely.[19]

Learning video media is effective during the Covid-19 pandemic, because it makes it easier for educators to teach material and makes it easier for students to understand learning material.[20] In addition to videos, educators also use lecture methods and direct practice, through demonstrations of material for worship activitiesLecture and practice methods are usually carried out, but student worksheets are taken every week due to pandemic conditions. Learning carried out using the demonstration method begins with explaining the material, for example, in the theme of prayer and ablution. Educators will give assignments, do questions and answers, and then ask students to practice in front of the class. Next, the teacher gives an example of ablution, and then students practice what they have learned directly. However, due to the pandemic conditions so that there are limitations in conveying material, educators only provide assignment sheets for students.[21] The learning method applied to children in learning at home is no more effective than the demonstration method used by the teacher if they meet face to face at school.[22]

PAI learning at SLB C Negeri Tulungagung also uses the simulation method by giving examples, and then students practice the activity. PAI learning is also included in daily habituation activities such as praying, performing ablution, and praying in congregation,[23] so that the teacher should minimize the use of the lecture method.[24] The selection of learning methods need to adapt to the themes in PAI learning, for example, the simple discussion learning method is used for material that requires problem-solving, we usually use question and answer conditionally (on the sidelines of learning we always use questions and answers about the material being taught) so that the learning process more active. The demonstration method is used for valuable learning materials such as ablution, five daily prayers, and daily short prayers. The assignment

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[19] Nur Hidayati, "Model Pembelajaran yang Efektif bagi Siswa Tunagrahita di Sekolah Menengah Pertama Luar Biasa (SMPLB) Bintara Campurdarat Tulungagung" (Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2016).

[20] N.E Herani, "Pemanfaatan Video Pembelajaran Pada Mata Pelajaran Tematik Terpadu Di Sekolah Dasar Saat Pandemi Covid-19," *Edutech : Jurnal Inovasi Pendidikan Berbantuan Teknologi* 1, no. 1 (2021): 58–66, https://doi.org/https://doi.org/10.51878/edutech.v1i1.193.

[21] Akrim Ilma Mufidah, Interview on 28 Juni 2021.

[22] I. Magdalena, A. Salsabila, and S F Apsarini, "Implementasi Model Pembelajaran Daring Pada Masa Pandemi Covid-19 Di Kelas III SDN Sindangsari III," *PANDAWA* 3, no. 1 (2021): 119–28, https://doi.org/https://doi.org/10.36088/pandawa.v3i1.1005.

[23] Mufidah, Interview on 28 Juni 2021.

[24] Rosiana Febri Jayanti, Interview on 28 Juni 2021.

method is used for practice/skills material after a demonstration. Then students are given assignments to practice what has been demonstrated. However, during distance learning, students are only given assignment sheets and communication through the class WhatsApp group.[25]

The implementation of distance learning uses learning by linking the material with the practice of everyday life. The task aims to familiarize students in the home environment and right on target because developmentally disabled children need actual practice. There is no time limit in collecting daily tasks, and it has to be on the same day, considering that each child's emotions are different every day. It also depends on the student's guardian to motivate and build a pleasant atmosphere for the child to do their work. The teacher's job is to appreciate every action of the student's guardian in supporting learning at home. Sormin and Sari stated that the methods used by teachers in carrying out Islamic religious education for developmentally disabled children could be in the form of lectures, demonstrations, question and answer methods, story methods, and drill/practice methods. The method used is alternated at each meeting to avoid boredom for developmentally disabled students. [26]

Utilization of Video Media in PAI Learning at SLB C Negeri Tulungagung

Learning media has a significant role in learning media learning activities because learning media help facilitate understanding and foster motivation in learning for developmentally disabled students. The learning media used by educators at SLB C Negeri Tulungagung is video media. The use of learning media in learning activities can attract students' attention and assist the guardians of students in assisting and assisting students in doing assignments from the teacher. Learning media can complement the delivery of material by educators during distance education on WhatsApp.

Based on interviews with informants, data was obtained that SLB C, Negeri Tulungagung used video as a learning medium during this distance learning because students were more enthusiastic in learning through the use of learning videos. Using video in learning allows students to learn when they do not understand the material repeatedly. Video media can aid students who spend considerable portions of their day in general education settings where traditional means of delivering video models may

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[25] Jayanti.

[26] D. Sormin and I. Kumalasari, "Metode Pembelajaran Pendidikan Agama Islam Pada Anak Tunagrahita Di SLB C Muzdalifah Medan," *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 5, no. 1 (2019): 1–24.

not be as accessible.[27] In terms of assessment, it is also easier because parents of students send practice videos according to what was sent.[28] The use of this video media can affect student learning outcomes,[29] and is also better than not using the media.[30]

The selection of video as a learning medium is not at the educator's discretion. However, it must pay attention and consider media appropriate to the level of education and conditions of the students with disabilities. Even though at the same level and class, media for students with moderate mental retardation or mild mental retardation so that the learning objectives that have been formulated can be achieved such as hope. So an educator has to sort and choose media that can support learning objectives because not all good videos are suitable for achieving learning objectives, adapted to the conditions of each student.

The use of video in learning can help achieve learning objectives because the intellectual abilities of developmentally disabled students are below average, requiring teachers to provide concrete examples for learning so that learning objectives can be achieved according to the target.[31] Learning videos can ease the burden on teachers in achieving learning objectives and make it easier for students to understand and review material independently, especially during the Covid-19 pandemic.[32] Based on the results of Novita's research, it is known that there is a positive and significant influence between the use of audiovisual video learning media on learning outcomes.[33] Because learning materials are presented in a concrete form and packaged in a form that is increasingly attracting the attention of students, the use of interactive multimedia has a

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[27] David Cihak et al., "The Use of Video Modeling via a Video IPod and a System of Least Prompts to Improve Transitional Behaviors for Students with Autism Spectrum Disorders in the General Education Classroom," *Journal of Positive Behavior Interventions* 12, no. 2 (2010), https://doi.org/https://doi.org/10.1177/1098300709332346.

[28] Multazamah, Interview on 28 Juni 2021.

[29] D. Yunita and A. Wijayanti, "Pengaruh Media Video Pembelajaran Terhadap Hasil Belajar IPA Ditinjau Dari Keaktifan Siswa," *Sosiohumaniora: Jurnal Ilmiah Ilmu Sosial Dan Humaniora* 3, no. 2 (2017).

[30] A. Agustiningsih, "Video Sebagai Alternatif Media Pembelajaran Dalam Rangka Mendukung Keberhasilan Penerapan Kurikulum 2013 Di Sekolah Dasar.," *PEDAGOGIA: Jurnal Pendidikan* 4, no. 1 (2015): 50–58.

[31] Jayanti, Interview on 28 Juni 2021.

[32] P. Y. Rahayu et al., "Penerapan Video Pembelajaran Berbasis Android Di Masa Pandemi Covid-19," *Pekodimas: Jurnal Pengabdian Kepada Masyarakat* 1, no. 1 (2021): 1–10.

[33] L. Novita, E. Suksmana, and M.Y. Pratama, "Penggunaan Media Pembelajaran Video Terhadap Hasil Belajar Siswa SD. Indonesian Journal of Primary Education," *Indonesian Journal of Primary Education* 3, no. 2 (2019): 64–72.

significant effect on increasing the learning achievement of mild developmentally disabled children.[34]

The benefits obtained from the use of video in learning are that it can attract the interest of developmentally disabled students in learning to help understand the material.[35] The use of interactive multimedia, which includes audio and visual is very influential and helps the successful delivery of material by educators in the classroom because it can create fun[36], motivating learning, increase children's enthusiasm in learning, and improve children's memory.[37]

The use of videos in PAI learning can help deliver material for developmentally disabled students because they need something concrete, not dull, engaging, and easy to understand.[38] With video media, students will be helped to understand the subject matter that the teacher conveys. The elements contained in video media include sound, text, animation, and graphics. With the video media, participants can achieve cognitive, affective, and psychomotor abilities and improve interpersonal skills.[39]

Inhibiting and Supporting Factors for PAI Learning at SLB C Negeri Tulungagung

The PAI learning process for students at SLB C Negeri Tulungagung went well even though it was carried out by distance learning. That cannot be separated from the support provided by schools, educators, students, and students' guardians—appropriate learning for developmentally disabled children is done repeatedly by providing tangible examples. Based on the interviews with resource persons, several factors were found that influenced the implementation of PAI learning at SLB C Negeri Tulungagung. The researchers separated the data into supporting and inhibiting factors for PAI learning. The supporting factors for PAI learning, in general, include the availability of facilities for places of worship so that PAI learning can be directly practiced. In schools, there are congregational prayer activities to support students' understanding of PAI material.[40]

[34] F. N. Maulidiyah, "Media Pembelajaran Multimedia Interaktif Untuk Anak Tunagrahita Ringan.," *Jurnal Pendidikan* 29, no. 2 (2020): 93–100.

[35] Jayanti, Interview on 28 Juni 2021.

[36] Sutarto, Dewi Purnama Sari, and Irwan Fathurrochman, "Teacher Strategies in Online Learning to Increase Students' Interest in Learning During COVID-19 Pandemic," *Jurnal Konseling Dan Pendidikan* 8, no. 3 (2020): 129–37, https://jurnal.konselingindonesia.com/index.php/jkp/article/view/478/286.

[37] Maulidiyah, "Media Pembelajaran Multimedia Interaktif Untuk Anak Tunagrahita Ringan."

[38] Mufidah, Interview on 28 Juni 2021.

[39] Arif Yudianto, "Penerapan Video Sebagai Media Pembelajaran," in *Seminar Nasional Pendidikan* (Sukabumi, 2017).

[40] Multazamah, Interview on 28 Juni 2021.

There are picture media that make it easier for students to learn and practice ablution activities. [41]

The learning model-based audiovisual can support learning at elementary-level special education. Statistical tests show that the learning model based audiovisual is very significant for improving the abilities of developmentally disabled children. [42] Educators also use video during the pandemic, and this is supported by internet quota assistance from the government, thus making it easier for educators and students to access video-based learning media as well as online learning applications. [43] A stable quota and internet network can support and simplify the distance learning process. [44] The provision of internet quota to guardians of students is not to students because many developmentally disabled students are not yet able to use cellular phones except to view videos or pictures. Except for students with mild mental retardation, it will be given directly.

The use of interactive audio and visual media has an effect. It helps the success of learning in the classroom because it can create fun learning, motivate children's enthusiasm for learning, and improve children's memory. Because learning materials are presented in a concrete form and packaged in a form that increasingly attracts the attention of students, it can also be concluded that the use of interactive multimedia has a significant effect on increasing the learning achievement of mild developmentally disabled children. [45]

In addition, other factors that support PAI learning are the teacher's motivation in carrying out learning and the enthusiasm of the guardians of students, [46] and their attention [47] to assisting at home while studying. Based on the results of interviews, with these supporting factors, students' enthusiasm is very high when learning PAI. For

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[41] Mufidah, Interview on 28 Juni 2021.

[42] Alexander Dharmawan and Ana Wahyuni, "Audio-Video Based Reading Learning Model For Mentally- Retarded Students," *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran* 1, no. 2 (2017): 174–86, https://www.neliti.com/publications/197330/audio-video-based-reading-learning-model-for-mentally-retarded-students.

[43] Jayanti, Interview on 28 Juni 2021.

[44] H. Putria, L. H. Maula, and D. A Uswatun, "Analisis Proses Pembelajaran Dalam Jaringan (Daring) Masa Pandemi Covid-19 Pada Guru Sekolah Dasar," *Jurnal Basicedu* 4, no. 4 (2020): 861–70.

[45] Maulidiyah, "Media Pembelajaran Multimedia Interaktif Untuk Anak Tunagrahita Ringan."

[46] Jayanti, Interview on 28 Juni 2021.

[47] E. M. Rakhmawati, "Analisis Faktor Pendukung Hasil Pembelajaran Daring Pada Anak Berkebutuhan Khusus," in *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, 2020, 398–407.

example, in simulating prayer and ablution activities, it is easier for students to practice ablution, and the habit of praying in a congregation can be made consistently.[48]

Inhibiting factors in PAI learning at SLB C Negeri Tulungagung, among others, in the absence of special PAI teachers. The provision of material is not optimal because not all classroom teachers have expertise in PAI learning. The absence of educators with PAI expertise in SLB is due to the absence of assistance from the government to appoint PAI teachers, and this process is still hindered by applicable regulations.[49] Meanwhile, during this pandemic, distance learning was hampered because not all guardians of students had Android-based cellular phones,[50] and many parents were still busy working.[51] In addition, the ability of information technology educators is still lacking, especially to create or provide PAI learning materials in the form of videos, so that it has an impact on the ineffectiveness of PAI learning during a pandemic.[52] The work activities of parents of students are also an inhibiting factor in PAI learning during this pandemic, so they cannot accompany children during distance learning.[53]

According to Pamungkas and Sukarman, several factors contribute to online learning, including mobile phones, quotas, and a stable internet connection. In addition to supporting factors, teachers also experience barriers to learning. For example, not all students have cell phones, and many parents work. Parents have an essential role in implementing online learning because parents directly provide motivation and mentoring to students. This motivation is essential because it aims to make students excited again even if they are studying at home.[54]

Conclusion

PAI learning was carried out at SLB C Negeri Tulungagung using the lecture method, question and answer, and simple discussion and demonstration using video followed by student practice. Using video learning media in PAI learning for developmentally disabled students in distance learning conditions is helpful in learning

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[48] Mufidah, Interview on 28 Juni 2021.
[49] Sudaryanto, Interview on 28 Juni 2021.
[50] Multazamah, Interview on 28 Juni 2021.
[51] Putria, Maula, and Uswatun, "Analisis Proses Pembelajaran Dalam Jaringan (Daring) Masa Pandemi Covid-19 Pada Guru Sekolah Dasar."
[52] Mufidah, Interview on 28 Juni 2021.
[53] Jayanti, Interview on 28 Juni 2021.
[54] Dyan Eka Pamungkas and Sukarman, "Transformasi Dunia Pendidikan Di Sekolah Dasar Dalam Masa Pandemi Covid-19," *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian* 6, no. 3 (2020).

activities. Developmentally disabled students need repetition of material, and with the video, students can see it repeatedly so that they memorize and practice directly.

The supporting factors for PAI learning at SLB C Negeri Tulungagung include adequate facilities for learning at school, the participation of student guardians, quota assistance from the government, and the selection of learning media that is suitable for students and fun. In comparison, the inhibiting factors can be grouped into two. First, the teacher aspect includes the absence of a special PAI teacher, not all classroom teachers understand well the PAI material, and the use of learning media such as video is not optimal. Second, the parent aspect of students is that not all guardians of students have Android-based cellphones, so learning is not optimal.

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