

# ISLAMIC EDUCATION LEARNING STRATEGY FOR STUDENTS WITH SPECIAL NEEDS IN THE NEW NORMAL ERA (CASE STUDY: SLB 'AISYIYAH TEMBUNG)

**Mavianti**

University of Muhammadiyah Sumatera Utara, Indonesia,  
(E-mail: [mavianti@umsu.ac.id](mailto:mavianti@umsu.ac.id))

---

**Abstract:** *This article aims to reveal Islamic religious education learning strategies for students with special needs in the new normal era (case study: SLB 'Aisyiyah, Tembung). The strategy carried out in this special school includes coordination with various parties such as the principal, teachers and parents of students so that the learning process can take place well. In addition, the readiness of schools to provide medical devices that can support the implementation of health protocols is also an important factor. However, even though the health protocol was declared ready, children with special needs still had a greater risk of exposure than children of their peers. This is of course related to the immune system of children with certain special needs being more vulnerable. The strategy pursued is of course to provide appropriate services for children with special needs in the new normal era. Mainly mental health for all parties involved in learning Islamic religious education for children with special needs needs to be prepared. And also it cannot be separated from the policies established by the authorities that can support the learning development of children with special needs in the new normal era.*

**Keyword:** *PAI Learning, Special Needs, New Normal Era*

---

## Introduction

The development and progress of a nation is closely related to education. Education is not just a medium to pass on culture to the next generation, but it is hoped that education will also be able to change and develop the pattern of the nation's life in a better direction. Along with the development of world civilization, which is increasingly complex, the problems of life require reliable resources, able to solve problems, have high skills, have broad insight and high intellectual power. For this reason, it is not surprising that the education sector continues to receive serious attention and treatment from the government, society and education managers as an effort to educate the nation's next generation.

Given the important role of education, improving the quality of learning is one of the pillars of improving the quality of education. Improving the quality of this learning can be started from improvements in teaching management. Teaching activities involve the role of a teacher in the context of trying to create a harmonious communication between teaching and learning. For that a teacher must have a strategy so that learning objectives can be achieved properly. One of the problems that make learning less successful is the choice of learning strategies that are not suitable for the learning process. Choosing inappropriate learning strategies will have a negative impact on learning outcomes. Teachers should be able to determine learning strategies that are considered to

be able to teach students through a learning process that is carried out so that goals can be achieved effectively, and learning outcomes are expected to be further improved. Related to the learning strategy, this factor is considered very necessary to achieve the desired learning goals, so that students gain broad knowledge because science is an inseparable need in human life to achieve life goals, both the life goals of the world and the hereafter.

Learning strategies are very important to improve the quality of learning that is not saturating because the strategy is the basic design for a teacher, in this case it is the Islamic Religious Education teacher about how he carries out his teaching in class in a responsible manner. Therefore, we need the right strategy so that students are active in learning. So that students can receive the material well and still adhere to health protocols in its implementation.

## **Literature Review**

### **Learning Strategies for Islamic Education in the New Normal Era**

The meaning of a learning strategy is a comprehensive approach to learning in a learning system, which is in the form of general guidelines and a framework for activities to achieve the general goals of learning, which are described from the point of view of a particular learning philosophy and / or theory (Yusuf Hadi Miarso, 2009: 530). The learning strategy is an important element in achieving the learning objectives of Islamic religious education. PAI learning strategy is a plan, method and set of activities planned to achieve certain teaching goals. If you look at some of the views above, it is clear that the learning strategy is a planning of learning activities that elaborates the main components of the learning system such as the scope of the material, the order of the presentation of the material, learning methods, media and time allocation So thus the learning strategy can be interpreted as a plan that contains a series of activities designed to achieve certain learning objectives.

Learning strategies are the methods chosen to convey learning methods in a particular learning environment. Furthermore, it is explained by them that the learning strategy is intended to include the nature of the scope and sequence of learning activities that can provide learners with learning experiences (Hamzah B.Uno: 2008). In terms of choosing a learning strategy, of course the teacher must be more careful. Apart from having to prepare a lesson plan, choosing the right method or technique to convey material that must be adapted to students. Also have to master the material so that it can be accepted by students well. Mastery of technology by the teacher is also a support in the implementation of the learning process.

### **The Role of Teachers in Learning**

The teacher has a very important role in learning. Essentially, the teacher's role in learning includes demonstrators, class managers, mediators, facilitators, evaluators and motivators. As a demonstrator, teachers should master the materials or learning materials that will be taught and develop them. Because this will greatly determine the learning outcomes that will be achieved by students. As class managers, teachers should be able to handle class which includes providing and using class facilities for various learning activities in order to achieve maximum results and develop students' abilities to use learning tools, provide conditions that allow students to work and learn and help students. to get the expected results.

Furthermore, as a mediator, teachers should have sufficient knowledge and understanding of educational media, because educational media is a communication tool to make the teaching

Medan, January 27-28, 2021

e-ISSN: 2722-7618

and learning process more effective. As a facilitator, the teacher mediates human relationships such as encouraging good social behavior, developing personal interaction styles, and fostering positive relationships with students. As an evaluator, the teacher must be able to provide an objective assessment of the teaching and learning process so that the quality is continuously improved to obtain optimal results. And as a motivator, teachers must also be able to provide motivation to their students. Because it often happens that underachieving students are not caused by their lack of ability, but because there is no motivation to learn. He did not try to do everything in his power. Thus, it can be said that students with low achievement are not necessarily caused by their low abilities, but may be caused by a lack of encouragement or motivation (Rusman: 2010).

### **Learning Strategy Principles**

The learning strategy of Islamic Religious Education needs to be varied and in accordance with the competencies and learning outcomes to be achieved and the learning material. In accordance with the demands of today's society, strategies should not only be useful in achieving learning goals, but also have an accompanying impact on individual personality growth, in accordance with the demands of competency formation. For this reason, it is necessary to use strategies that are appropriate to the context of real life, to explore and use existing knowledge in new contexts. The principles of learning strategies that must be understood by teachers include: goal-oriented, activity, individuality, and integrity.

### **Method**

This type of research is qualitative research. Qualitative research is a research process that produces descriptive data in the form of written and spoken words from the people and actors being observed (S. Margono, 2003: 36). In other words, the type of research that the author uses in this thesis is descriptive in nature, which objectively describes the existing phenomena. To obtain data, the authors conducted observations and interviews, especially with Islamic religious education teachers and school principals. After the data was collected, analysis was carried out.

### **Result and Discussion**

Based on the results of the research, it can be concluded that in relation to the learning strategy of Islamic religious education for students with special needs, it is for teachers to continue to carry out their obligations as teachers, especially those related to teacher administration which includes preparing lesson plans, carrying out interesting and fun learning for students, conducting assessments, evaluation to mentoring to students. In addition, school principals and teachers also coordinate with various parties, including the education office and parents of students so that they can work together in implementing learning, especially in the new normal era.

For current conditions, with the new normal, the school also has a strategy that can support the implementation of learning in schools. The strategy used is to coordinate well between the principal, teachers and parents of students. The coordination that is carried out will certainly be very helpful in knowing the readiness of schools, students and parents of students in carrying out learning in the new normal era by implementing strict health protocols.

The thing that is the focus of the discussion in this article is whether Islamic religious education material can be conveyed properly to students considering that in the new normal era, it is not allowed to gather in large numbers and for a long duration of time. Because of this prohibition, restrictions are placed on meetings that require face to face meetings. Moreover, the condition of children with special needs has a greater risk of exposure than children of their peers. This is of course related to the immune system of children with certain special needs being more vulnerable. However, with the strategy carried out by the principal and teachers, it is able to minimize unwanted things from happening.

## Conclusion

Based on the results of the analysis conducted by the author, it can be concluded that the learning activities go through several stages, namely including planning, processing and evaluation. In this case, the planning of the Islamic Religious Education teacher has prepared a lesson plan, namely formulating objectives, materials, strategies, learning steps, media and learning resources, and planning their evaluation. In the learning process the teacher still uses the lecture method and the evaluation of learning outcomes is carried out with daily tests, practice.

In addition, school principals and teachers also coordinate with other parties such as government agencies and parents of students. This coordination is carried out so that there is good cooperation so that learning activities can be carried out as well as possible. And of course in the implementation of learning, always apply strict health protocols.

## References

- Alisuf Sabri, Pengantar Ilmu Pendidikan, (2005). Jakarta : UIN Jakarta Press, cet. Ke-1, h. 10.
- B. Uno, Hamzah & Mohammad, Nurdin, (2008). Model Pembelajaran Menciptakan Proses Pembelajaran yang Aktif dan Kreatif, Jakarta : PT. Bumi Aksara, Cet. III.
- Ellisa Fitri Tanjung, (2019). Innovation Methods of Islamic Education Through Active Learning In SMP Al-Muslimin Pandan, Central Tapanuli, Conference 6th International Conference on Community Development (ICCD), h. 163-165.
- Ellisa Fitri Tanjung, Rizka Harfiani, (2020), The Role of Islamic Religious Education in Overcoming The Negative Influence of Teknologi on Students SMK Muhammadiyah, Proceeding International Seminar of Islamic Studies, 532-542.
- Fatimah, Ratna Dewi. K.S, (2018). Strategi Belajar & Pembelajaran Dalam Meningkatkan Keterampilan Bahasa, Pena Literasi: Jurnal Pendidikan Bahasa dan Sastra Indonesia, Vol. 1 (2), h. 108-113.
- Gulo, W, (2002). Strategi Belajar Mengajar. Jakarta: Grasindo.
- Khusnul Khotimah, (2016). Pengaruh strategi pembelajaran terhadap hasil belajar di tinjau dari aktifitas belajar. Surakarta: Tiga Serangkai.
- Mavianti, (2018). The Development of Tunalaras Children Referred From pattern Of As Parent. Prosiding International Conference On Global Education VI International Conference On Global Education VI, h. 1766-1772.
- Nurdyansyah, N, Andiek Widodo, Inovasi Teknologi Pembelajaran. Sidoarjo: Nizamial Learning Center. 2105.

Medan, January 27-28, 2021

e-ISSN: 2722-7618

- Rusman, (2010). Model-Model Pembelajaran (Mengembangkan) Profesional Guru), Jakarta. PT. Raja Grafindo Persada, h. 59.
- Setiawan, H. R. (2018). Upaya Meningkatkan Perkembangan Moral dan Sosial Emosional Anak Melalui Metode Pembiasaan Di Ra. Al-Hikmah. *Jurnal Intiqad: Jurnal Agama dan Pendidikan Islam*, 174.
- Setiawan, H. R., & Widya , M. (2019). Pengembangan Program Pelibatan Orang Tua Paguyuban TK Amanah Marindal. *Jurnal Ihsan: Jurnal Pengabdian Masyarakat*, 103-105.
- Siti Nurul Aini, (2015). Pengaruh Strategi Pembelajaran, Gaya Belajar, Sarana Praktik, Dan Media Terhadap Hasil Belajar Patiseri Smk Se-Gerbangkertasusila, *Jurnal Pendidikan Vokasi*, Vol.5 (1), h. 88-102.
- S. Margono. (2003). Metodologi Penelitian Pendidikan. Jakarta: Rineka Cipta.
- Widi Utari, Vita. Y.H, Aden. A.G, (2020). Blended Learning: Strategi Pembelajaran Alternatif Di Era New Normal, Prosiding Seminar Nasional Pendidikan 2020, Vol.2, h. 262-269.
- Yusuf Hadi Miarso, (2009). *Menyemai Benih Teknologi Pendidikan*, Jakarta: Kencana.
- Zailani, (2018). *Spiritualiti And Secularuty: Looking For Integration Format Science For Construction Of Islamic Education Curriculum*, UMJ Jakarta Press, h. 73-80.