

Learning Management Based on Iqra Method And Drill Method For Students With Disabilities

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Abstract:

This study aims to describe and analyze the planning, process, and evaluation of learning using the iqro' method, complemented by the drill method, in improving the ability to read hijaiyyah letters of students with disabilities. The subject of this research is the teacher of Islamic learning. This research uses a qualitative approach and a descriptive research type. The data collection techniques used were observation, interview, and documentation. Data analysis techniques used are data reduction, data presentation, and conclusion drawing. The results of this study are as follows: Learning plans made by Islamic Religious Education teachers at SLB Muhammadiyah Gamping are not part of the established curriculum and are not specifically written about learning to read hijaiyyah letters using the iqro' method equipped with the drill method. the learning process of reading hijaiyyah letters the method used is the iqro' method equipped with the drill method, the material given refers to the iqro' guidebook according to the ability of the students, and the learning media used are videos and hijaiyyah letter cards. The evaluation used in learning to read hijaiyyah letters using the iqro' method equipped with the drill method is oral and written. The learning outcomes of students with disabilities in the form of the ability to read hijaiyyah letters consist of students who have not maximized their potential to reach half of the target percentage that has been set, and student learning outcomes in one semester are written in the student learning outcomes report or report card.

Keywords: Learning Management; Iqra Method; Drill Method; Tunagrahita

Introduction

Every Muslim has the obligation to study the Qur'an, starting with reading, writing, studying, and practicing it (Salim & Hasanah, 2021). In studying the Qur'an, there are several basics that must be learned before being said to be able to read the Qur'an (Et. al., 2021). As for these basics, they start with the introduction of hijaiyyah letters, punctuation marks, and an introduction to tajweed (Rohayani & Indira Astriya, 2022). A person is said to be able to read the Qur'an if he can read it properly and correctly, apply tajweed, and do so in accordance with the makharrijul letters (Wardani & Samsu, 2022).

The basic key to being able to read the Qur'an is to recognize hijaiyyah letters, because hijaiyyah letters are used in the Qur'an for both spelling and writing (Rahmah et al., 2021). Every Muslim has an obligation to learn the Qur'an, whether male or female, regardless of age, young or old, regardless of position and wealth, and regardless of physical condition or special needs (Nurmila, 2021). Therefore, children with special needs need to be educated and taught about learning hijaiyyah letters as the basis for learning the Qur'an and need to be introduced to other Islamic religious learning (Anwar, 2021).

Children with special needs are also entitled to the same opportunities in education as other children (Jalil et al., 2021). This is based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System and the 1945 Constitution Article 31 Paragraph 1, which reads "Every citizen has the right to receive teaching" (Christianto & Kristina, 2022). Based on these two decisions, it can be concluded that the state gives a full guarantee to children with special needs to obtain quality education services (Peters et al., 2019). Children with special needs should have the same rights to education as normal children, even though their conditions are different (Paseka & Schwab, 2020). Tunagrahita is one group of children with special needs (Suardi & Supriadi, 2020). A person is said to be tunagrahita if he is socially incompetent, mentally below normal, his intelligence is hampered from birth or young age, and his maturity is hampered (Atin et al., 2019).

Teachers have a very important role in teaching and learning activities to determine and direct all activities in it (Yasmin et al., 2019). Therefore, a teacher is required to have several competencies in the form of personality competence, social competence, pedagogical competence, and professional competence (Karim et al., 2021). However, teachers who teach children with disabilities are required to have more competence than other teaching teachers, because children need special education that is different from other normal children, both from planning, methods, ways of teaching, and so on (Cooc, 2019).

The learning method used to teach children with disabilities is different from other normal children's learning methods and must be adapted to the abilities of children with disabilities (Kearney & Childs, 2021). In the teaching and learning process, especially in learning to read hijaiyyah letters, students with disabilities experience limited intellectual intelligence, which causes them to find it difficult to remember lessons in class (Cahyo Adi Kistoro et al., 2021). When taught about hijaiyyah letters, for example, the letter Ba, students can pronounce it and can distinguish between the letters alif and ba, but the next day when the teacher asks the same material, they have difficulty answering, and the teacher must repeat the lessons taught before (Supriyadi et al., 2019). Class conditioning for students with disabilities is different from conditioning other children in general because the characteristics and abilities of each student are different (Stenson et al., 2021). Therefore, when learning takes place, the teacher must have

a way to condition the class so that teaching and learning activities are conducive (Harsch et al., 2021).

The iqro' method is a method of learning to read the Qur'an that emphasizes reading practice directly (Usiono et al., 2021). This method was discovered by K.H. As'ad Humam from the National LPTQ Research and Development Center and the Tadarus Team of the Young Generation of Mosques and Mushala, commonly abbreviated as "AMM" Kotagede Yogyakarta (Ramli et al., 2017). Then this method is written in the book, namely the book Iqro, "How to Quickly Read the Qur'an" (Abdillah & Churrahman, 2022). This book is organized practically and systematically to encourage students to be active in reading the Qur'an (Mahoklory & Hoda, 2021).

The drilling method is a way of teaching students to acquire dexterity, accuracy, opportunity, and skill (Asrul et al., 2021). In addition, this method is used as a suggestion to maintain good habits (Jayne et al., 2019). The drilling method is also known as the practice method, which is a method used to teach students so that they can develop proficiency, skills, attitudes, and habits (Hwang et al., 2021). From some of the above opinions, it can be concluded that the drill method, also known as the training method, is a teaching method that is carried out by providing repeated exercises to achieve a higher level of dexterity or skill than what has been learned (Maulidar et al., 2020).

The learning process that is presented using the drill method will produce things that are in line with the desired goals (Maulidar et al., 2020). Students can use thinking power that is getting better and better because, with a good teaching process, students will become more careful, careful, and organized in encouraging memory and thinking power to be better, students' knowledge increases from various perspectives, and students will gain a better and deeper understanding (Wall, 2021). Therefore, the teacher is obliged to investigate the extent of the progress made by students in the teaching and learning process (Falloon, 2020).

Hijaiyyah letters are the basic key to being able to read the Qur'an because hijaiyyah letters are used in the Qur'an for spelling and writing (Abd Karim et al., 2022). From this opinion, it can be concluded that the introduction of hijaiyyah letters is one of the basics of learning to read the Qur'an (Chairilsyah, 2020). Someone who is said to be able to read the Qur'an is certainly able to distinguish the hijaiyyah letters clearly, namely, being able to pronounce and read the hijaiyyah letters by their makhraj (Fadillah, 2019).

There are various terminologies for mentioning tunagrahita children in Indonesian, such as weak brain, weak memory, weak mind, mental retardation," and multiple disabilities (Akib et al., 2022). Tunagrahita is also known as mentally retarded, namely intellectual intelligence below average (normal), because the limitations of intelligence that are owned make it difficult for him to follow the education program in ordinary schools (Ratih Rapisa et al., 2021). From some of the above definitions, it can be concluded that a person is said to be mentally retarded if his intelligence is below average. Inhibited learning and social adjustment, and require special education (Pradipta & Dewantoro, 2019). The grouping of Tunagrahita children is generally based on the level of intelligence, which consists of mild, moderate, and severe retardation (Utami & Andayani, 2021).

In teaching and learning activities for children with disabilities, teachers must adapt the material to the needs, abilities, and conditions of children, because of their limitations, habituation, and giving concrete examples will be more easily accepted by children with disabilities (Putra & Suyatno, 2021). In addition, in learning the material presented must be given many times and

trained repeatedly. In addition, the efforts that must be made by teachers to associate children with disabilities are by providing simple and concrete media (Catalano et al., 2021). Based on the previous explanation, this research is important to do to describe and analyze learning using the "iqro" method complemented by the "drill" method in improving the ability to read hijaiyyah letters of tunagrahita students at SLB Muhammadiyah Gamping, Sleman, Yogyakarta, Indonesia.

Methods

This research seeks to investigate learning using the "iqro" method included with the "drill method" in improving the ability to read hijaiyyah figures of tunagrahita students at SLB Muhammadiyah Gamping, Sleman, Yogyakarta, Indonesia. The subjects of this research were teachers of SLB Muhammadiyah Gamping, which amounted to 12 people, and then 3 teachers who taught Iqro' were taken, the principal of SLB Muhammadiyah Gamping to prove the validity of the data. The research locations chosen were Muhammadiyah Gamping Special School (SLB), Sleman Regency, and Yogyakarta Special Region. The methods used to collect data in this study are observation, interviews, and documentation in the form of pictures, writings, archives, student learning outcomes report cards, and others that support research. To test the validity of the data, researchers used triangulation techniques. The data analysis process used in this study includes data reduction, data display, conclusion drawing, and verification.

Results and Discussion

Based on the research and analysis that have been done in the implementation of learning using the iqro' method equipped with the drill method in improving the ability to read hijaiyyah letters of students with disabilities at SLB Muhammadiyah Gamping, there are the following results;

The Learning Implementation Plan (RPP) in Islamic Religion lessons is made by the provisions of the characteristics of a good lesson plan, not by the curriculum set by the school, namely, specifically Islamic Religion lessons using the 2006/KTSP Curriculum while the lesson plans use the 2013 Curriculum (Haidir et al., 2021). The methods used in learning hijaiyyah letters are the iqro' method, the drill method, and the private method, but the Islamic Religion lesson plan is not specifically written about learning hijaiyyah letters using the iqro' method and drill, while this material is often conveyed in every material.

In addition to making lesson plans, teachers make several other preparations including exploring the material by looking for references or other sources from books and the internet to accompany the lesson plans made. the teacher's manual for learning Islamic Religion is the same as the teacher's manual in other Muhammadiyah schools but is adapted to the abilities of students with disabilities.

The targets to be achieved in learning to read hijaiyyah letters using the iqro' and drill methods at SLB Muhammadiyah Gamping are as follows: First, students can recognize hijaiyyah letters and can distinguish hijaiyyah letters with Latin letters such as distinguishing Alif with A, if students can already distinguish continued with reading hijaiyyah letters. Second, students can write hijaiyyah letters starting from thickening hijaiyyah letters with dotted lines to writing alif straight, if they can thicken and write alif straight, they continue by imitating or copying the writing of hijaiyyah letters, and can write hijaiyyah letters without the help of examples from the teacher.

In iqro' learning, the drill method of repeating lessons every meeting is always used to complement the iqro' method so that the ability of tunagrahita students to read hijaiyyah letters

increases and can develop students' abilities to achieve the desired learning objectives (Usiono et al., 2021). Using the iqro' method equipped with the drill method in learning the introduction of hijaiyyah letters is one of the teacher's efforts to improve students' ability to read and write hijaiyyah letters (Rahmah et al., 2021).

The subject matter of reading hijaiyyah letters using the iqro' method and the drill method for tunagrahita students is adjusted to the student's abilities but still refers to the iqro' guidebook. When learning takes place, the teacher delivers material about hijaiyyah letters by having students read iqro' and memorize hijaiyyah letters together as a motivation for students to be enthusiastic about learning, and the teacher gives examples of how to read hijaiyyah letters correctly. After that, the teacher listens one by one to the student's reading, and the other students are given the task of writing the hijaiyyah letters so that the class remains conducive. When the class conditions begin to be unfavorable, the teacher overcomes them by giving videos about the hijaiyyah letters or storytelling about the stories of the Prophets and Apostles until the class is conducive again.

During the teaching and learning process, the teacher develops the material taught, especially in the lesson on reading hijaiyyah letters, by providing colored hijaiyyah letters from the internet and visualizing hijaiyyah letters with examples that resemble these letters so that students can more easily understand and remember. In addition, the teacher has other media used in learning using the iqro' and drill methods to help tunagrahita students more easily understand the material, namely cards that read about hijaiyyah letters, videos about pronouncing hijaiyyah letters, and other media in the form of internet utilization, sometimes the teacher provides videos or YouTube streaming, showing pictures of hijaiyyah letters.

The reason teachers choose pictures, the internet, or videos as learning media is that students with disabilities have IQs below average, so children with disabilities are more likely to memorize through songs and colored writing or pictures. Therefore, teachers choose these media to make it easier for students to learn to read hijaiyyah letters. In the teaching and learning process using the iqro' method equipped with the drill method, there are obstacles encountered during the implementation of learning, namely, the limited ability of tunagrahita students, classroom conditions that are not conducive, and unfavorable weather.

The evaluation used to determine changes in the ability to read hijaiyyah letters of students with disabilities by using tests and holding a competition to read hijaiyyah letters is carried out once a year, namely to welcome the coming of the holy month of Ramadan. The test was used to determine the learning outcomes using the iqro' and drill methods and to determine the ability of students to read hijaiyyah letters of tunagrahita students at SLB Muhammadiyah Gamping in the form of oral tests and written tests. However, when conducting tests, students with disabilities need teacher guidance to digest the questions given. Based on the results of the ability to read hijaiyyah letters, students consist of those who have not maximized their potential to only reach half of the target percentage set by the school and desired by the teacher.

Conclusion and suggestion

Based on the results of research and discussion about the quality of learning using the iqro' method equipped with the drill method on the ability to read hijaiyyah letters of tunagrahita students at SLB Muhammadiyah Gamping, Sleman, Yogyakarta, Indonesia, the eye can be

concluded as follows. First, the learning plan made by the Islamic Religious Education teacher at SLB Muhammadiyah Gamping is not part of the established curriculum and is not specifically written about learning to read hijaiyyah letters using the iqro' method equipped with the drill method. Second, in the learning process of reading hijaiyyah letters, the method used is the iqro' method equipped with the drill method, the material given refers to the iqro' guidebook according to the student's ability, and the learning media used are videos and hijaiyyah letter cards. Third, the evaluation used in learning to read hijaiyyah letters using the iqro' method equipped with the drill method is oral and written. The learning outcomes of students with disabilities in the form of the ability to read hijaiyyah letters consist of students who have not maximized their potential to reach half of the target percentage that has been set, and student learning outcomes in one semester are written in the student learning outcomes report or report card.

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