The Application of Adaptive Learning Model in Islamic Education Subject to Intellectually Disabled Students

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Abstract: Obtaining a good education is a right for all human beings including children community with special needs. This study is intended to elaborate the application of adaptive learning model in Islamic Education subject to the intellectually disabled students. The study used a methodology with qualitative research approach. The method of data analysis was performed through three types of activities occurring simultaneously, namely data reduction, data display and drawing conclusion. The samples of this study were 25 students of Special Junior High School of Yayasan Karya Bakti Garut. The result showed that adaptive learning model with habituation, narration and demonstration techniques can enhance learning performance outcomes for intellectually disabled students. The conclusion drawn from this research is that adaptive learning model can be done with certain modifications corresponding to the ability of learners. The significances of this study are: to formulate a pattern in reducing learning barriers; improve learning outcomes and obtain the best learning model for children with special needs in Islamic Education subjects.

Key words: Adaptive learning model, children with special needs, intellectually disabled, special school, performance

INTRODUCTION

Education constitutes a major attempt to produce qualified human beings. Educational services are given not only to normal citizens but also to abnormal citizens who deserve it. All human with any circumstance and physical or intellectual limitations are entitled to obtain a decent education and have the opportunity to increase their education throughout lifetime (Setyandini, 2015).

Intellectually disabled children are children who have mental ability below normal level. According to AAMD (American Association on Mental Deficiency) and the Indonesian Government Regulation No. 72 in 1991, intellectually disabled children are classified according to intelligence level which consist of: slight intellectually disabled with IQ of 52-70 (capable learners/debilitated) these children have the ability to develop in the academic area, social adjustment and the ability to work, medium Intellectually disabled with IQ of 36-51 (capable trainer/imbecile) these children have the intellectual ability and adaptive behavior under slight Intellectually disabled, high and very high intellectually disabled with IQ below 32 (capable patient/idiot) these children are difficult to achieve normal life skills as expected (Setyandini, 2015).

This study discusses the adaptive learning model which is defined as a learning pattern that is modified and designed in various patterns so that it can be studied and implemented to meet the needs of Children with Special Needs (CSN). Adaptive learning model is essentially a Special Education (SB) that covers class organizing, education programs and services for children with special needs.

MATERIALS AND METHODS

This research is a qualitative study which aims to understand the phenomenon of social context naturally with the advanced process of in-depth communication interaction between researchers with the phenomenon being studied. The method of data analysis was carried out through three types of activities occurring simultaneously, namely data reduction, data display and drawing conclusion.

The test of research validity was conducted by four criteria, namely: credibility, dependability, conformability and transferability. Furthermore, to increase the generalization of research finding, the facts were clarified by the literature as recommended by Ramdhani *et al.* (2014), Ramdhani and Ramdhani (2014). The samples of this study were 25 student of special Junior High School of Yayasan Karya Bakti Garut (Special School of KYB).

RESULTS AND DISCUSSION

Instilling religious values is not limited to a person's limitation in the doctrine of Islam it has been stated that looking for knowledge is an obligation for every Muslim,

equipping learners with religious values in formal schooling in Indonesia is an integral part of the teaching-learning process in schools including Special School of KYB.

Adaptive learning model: Learning model is the conceptual framework of systematic procedure in organizing learning experience to achieve the learning objectives of both learners and teachers. The learning model is developed over several assumptions: teaching is an effort to create an appropriate environment where there is a variety of teaching environments dependent to each other; there is a variety of components that include content, skill of teaching roles, social relationship, forms of activities, facilities/physical facilities and their use which all make up an environmental system whose parts interact, urging the behavior of all participants both teachers and students these parts will result in the different environments with different results too and as teaching model creates an environment, the model provides a still bearish specification for the environment of the teaching and learning process in the classroom (Yazidi, 2014).

Learning subjects in Indonesia with the same level of formal education certainly has the same curriculum but its implementation is done with a variety of different learning methods. Of course, normal schools are different from the schools with special needs such as the object of study: Special School of KYB Garut, Indonesia. The learning model Islamic education is based on compliance with the condition of learner's needs, timeliness and availability of learning facilities.

Based on the flexibility of the learning model, the term adaptive learning appeared. The pattern of adaptive learning is essentially a modification of activities, methods, tools and/or learning environment that are intended to provide opportunity for children with special needs to be able to follow the learning program appropriately and effectively. The main principle in this modification is the adjustment of learning activities that are adjusted to the student's potential to perform these activities.

The modification that needs to be made includes teaching method. The method of teaching is presentation techniques of a lesson as knowledge of teaching method used by teachers to students in the classroom so that lessons can be captured, understood and implemented well by learners (Effendi, 2016). The method of teaching is a general pattern of teaching activity as a form of interaction between a teacher and students with the intermediary of teaching materials. Learning model that teachers selected should encourage student's enthusiasm in participating in learning activities which will enhance

the student's activity and achievement (Saifuddin, 2015). To develop the ability of teachers in the implementation of adaptive learning model, the school needs to implement knowledge management in an effort to create togetherness in learning atmosphere among teachers (Ainissyifa, 2012a-d).

The method of Islamic Education Teaching should be adjusted to the student's ability where the students in intellectually disabled condition can not easily understand the material taught to them. The orientation of Islamic education teaching is not only the transformation of knowledge but also the formation of behavior, firmness of learner's soul, the formation of decency, honesty and sincerity in performing life activities.

Based on the interview with the teacher at Special School of KYB, the methods recommended to use for this subjects are: habituation method, it gives an opportunity to the students to adjust themselves with attitude and behavior in accordance with the teachings of Islam, narration method, it delivers certain material presented orally by the teacher and demonstration method, it is the learning system that the teacher performs by means of practicing material with motion or the way of exercise to show something real.

Habituation method is performed by adjusting students, so that they can easily remember the materials have been presented. Habituation method is done for the teaching material of prayers and ritual ablution (Shalat and Wudhu) where every student who attend the class must practice ablution with the teacher's direction and guidance. Habituation method is also done to deliver the material of reading and writing the Qur'an in every congregation prayer, students read the Qur'an together with the teacher although, the result of an observation stated that the ability of learners in understanding the given learning material is very limited. In shaping the behavior of respect parents, the habituation is done through shaking and kissing hands.

Narration method is done by telling the interesting stories by using actors in the form of animal or superhero in explaining religious values. These options are established based on the teacher's experience, the student's orientation with intellectually disabled condition is generally easy to remember animals and superhero figure. While the demonstration method is done to practice the rituals of worship such as the practice of ablution and prayer (Wudhu and Shalat). The modification in demonstration method often use the iconic learning media in the shape of human body or any other medias. The selection of learning method is based on practical consideration and more emphasis on the practice of worship ritual.

The methods of habituation, narration and demonstration are conducted repeatedly through the exchange of teaching methods using of different media and much giving specific guidance (for example: individual counseling).

Learning material of Islamic education: Formally, the teaching-learning process of Islamic education subject in the curriculum structure is done once a week with duration of 3 h of learning (3×45 min). The transformation process of knowledge however is also practiced at the time of congregation prayers and Dluhur prayer. The activity of prayer guidance is specifically held every Monday and tutored by the teacher of Islamic Education.

All the research samplings are Muslim students. The teacher's habituation in giving Islamic Education lesson will be carried out after all students come, unless there is a student who does not attend the class. This is done because when one is left behind, it is difficult for him to be able to understand the material as a whole. The subject material must be understandable completely from the introduction until the conclusion or a particular material.

The standard material of Islamic Education at Junior High School level of Special School of KYB has been set as established in the National Education Standard but has not been fully implemented well only some of materials can be implemented, namely the materials of ablution, prayer, shalawat, reading iqra and some other short chapters of al-Quran. Material selection is based on the consideration that the taught materials are the basic ones supporting the purposes of the implementation of Islamic Education. Islamic Education subject in Special School of KYB is aimed at instilling faith through giving, fertilization, knowledge development, appreciation, practice, habituation as well as the learner's experience about Islam so that they become pious muslim with consistent faith and fear to Allah.

The teaching material of Islamic Education has been prepared in many ways so that it is seen to have compatibility with the student's ability. In its application, the material of Islamic Education has been modified through the following principles:

- Simplifying material (downgrade)
- Avoiding abstract, theoretical and verbal delivery of material
- Presenting materials is done in contextual, practical, easy, visual, gradual, continuous and repetitive ways
- Optimizing the active and psychomotor potential compared with cognitive potential

- Individual approach is preferable over the classical approach
- Using appropriate media and method to the needs of learners

In general, the material of Islamic Education is made simple by considering student's ability to receive materials. The use of instructional media is an important aspect of adaptive learning model. Instructional media plays an important role in the learning process. The use of instructional media can assist teachers in presenting the teaching material of Islamic Education. Learning success is mainly determined by two components, namely teaching method and instructional media. Both components are interrelated and inseparable. The model of instructional media selection generally uses the following criteria: learning purpose; learning method; state of participants; efficiency and availability (Ramdhani and Muhammadiyah, 2015).

Based on the researcher's observation, it can be seen that students in Special School of KYB generally have good ability (for the standard of intellectually disabled) in performing ablution, prayer and the skills of reading Qur'an.

Teaching Islamic Education in Special School of KYB also includes character education. In addition to teaching religious rituals, Islamic Education also emphasizes character education as an educational pattern for shaping one's personality through character education which results in a person's real action in form of good and honest, responsible behavior, respecting the rights of others, work hard and so forth (Ainissyifa *et al.*, 2012; Ainissyifa, 2014). Character education aims to improve the process and outcomes of education that leads to character education and learner's noble, integrated and balanced character as a whole in accordance with the competency standards in every academic year (Ramdhani, 2014).

Inhibiting and supporting factor of learning: Based on the researcher's interview and observation, there are some factors that obstruct the learning process of Islamic Education in Special School of KYB, namely:

- Student's intellectual ability
- Relatively high student's absence
- Plurality level of student's intelligence
- Inadequate learning facilities
- Student's psychological condition (per student) is not difficult to observe carefully

Furthermore, the supporting factors of Islamic Education learning are as follows:
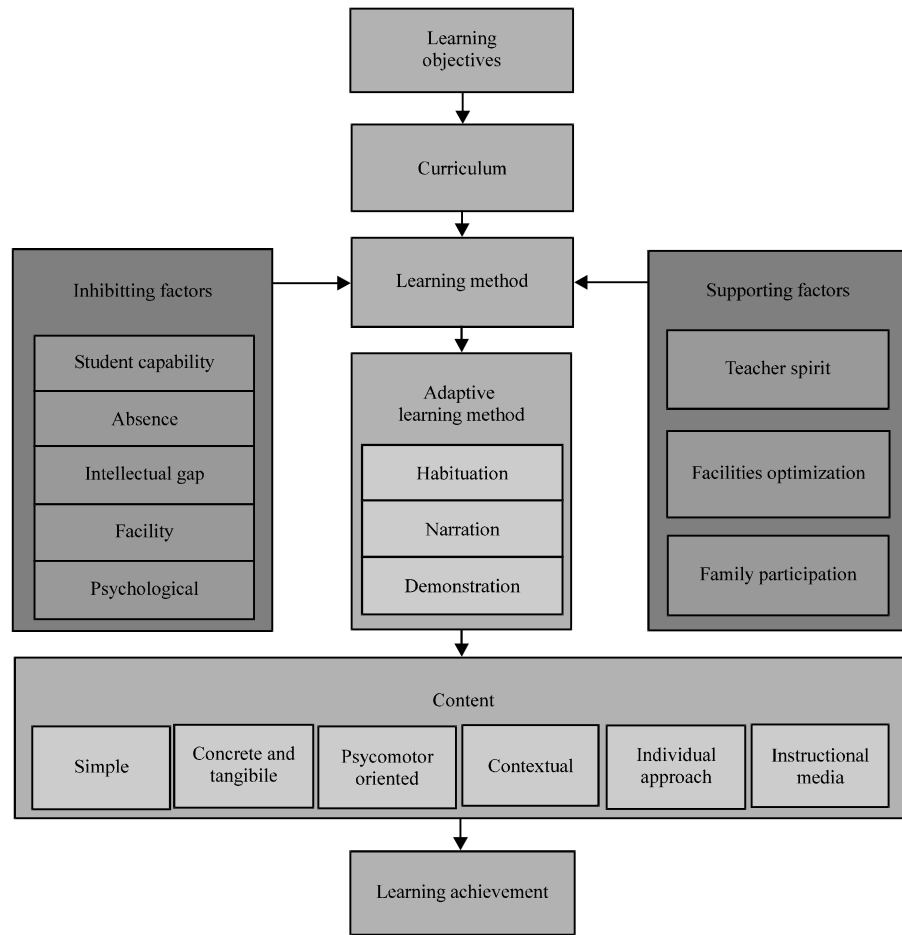
Fig.1: Relationship between phenomena

- Teacher's spirit in performing their duties
- Optimization school facilities although, some facilities are still inadequate
- Family's participation in guiding students

The above description does not comprehensively describe the inhibiting and supporting factors for the success of Islamic Education for intellectually disabled students for the problem of intellectually disabled students is not solely a medical problem which concerns only the patient and his family but it becomes a broad and complex problem including medical, psychological, social, economic, education and employment aspects.

Success level of adaptive learning model: The result achievement of Islamic Education learning is a measure of learning method success. The researcher's observation found some success indicators of the learning process, namely: the decrease of student's bad habits, students can show good behavior in everyday life, students can perform ablution and prayer in accordance with Islamic

law and they can memorize some do'a and a short chapters of Qur'an. Learning achievement leads to the achievement of the general objective of Islamic Education directed at building perfect humans (insan kamil) (Ghani, 2013) who are able to account for all their behavior before Allah in order to achieve prosperity and happiness in the world and the hereafter (Tulus, 2013).

Based on the result achievement measurement of learning success by researcher, the overall achievement of learning outcome does not meet minimum competency standards of normal students in Junior High School that has been determined by the government. This seems common considering different competences between normal students and intellectually disabled students. Therefore, the auther recommended that the government can set achievement standards for learning outcome of intellectually disabled students in Islamic Education subject for all levels of education (Fig. 1).

In addition, it is imperative to develop a better academic atmosphere in Special School of KYB. Academic atmosphere are the values, principles, traditions and ways

of work embraced by the academic community at the school that affect reviews their ways of thinking and behavior. By realizing a good academic atmosphere, it is believed to improve learning outcomes. Based on the above analysis, schematically the relationship between the phenomena in this study can be explained in Fig. 1.

CONCLUSION

Adaptive learning model for intellectually disabled students in the subject of Islamic Education can optimize human potential that the students have. Model adaptive learning can be done by making certain modification which corresponds to the student's ability. Adaptive learning model with a modification/combination of habituation, narration and demonstration techniques can enhance learning performance results for intellectually disabled students.

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