

Implementation of Islamic Religious Education Lessons in Instilling Religious Character in Children on the Autism Spectrum at Semesta Mandiri School

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Abstract: This research aims to examine the implementation of Islamic Religious Education (PAI) lessons in instilling religious character in children with autism spectrum disorder. The subjects of the study consist of students with autism spectrum disorder who are participating in PAI lessons at Semesta Mandiri Sunggal School. The research method used is descriptive qualitative with a case study approach. Data collection techniques were carried out through observation, interviews, and documentation, then analyzed using thematic analysis techniques. The results of the study indicate that the implementation of PAI lessons for children with autism spectrum disorder requires a different approach compared to typical children. The approaches used include adjusting the teaching materials, using engaging learning media, and employing interactive teaching methods. Additionally, the role of PAI teachers is very important in providing guidance and motivation to students. Through PAI lessons, children with autism spectrum disorder show development in aspects of religious character, such as increased awareness of worship, understanding of religious values, and more positive social behavior. In conclusion, the structured and adaptive implementation of PAI lessons can be effective in instilling religious character in children with autism spectrum disorder. This research recommends special training for PAI teachers in managing learning for autistic students, as well as support from parents and the school environment to achieve optimal results.

Keywords: Islamic Religious Education, Religious Character, Autism Spectrum, Adaptive Approach.

Abstrak: Penelitian ini bertujuan untuk mengkaji implementasi pelajaran Pendidikan Agama Islam (PAI) dalam menanamkan karakter religius pada anak dengan spektrum autisme. Subjek penelitian terdiri dari siswa

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dengan spektrum autisme yang mengikuti pelajaran PAI di sekolah Semesta Mandiri Sunggal. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan pendekatan studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis dengan teknik analisis tematik. Hasil penelitian menunjukkan bahwa implementasi pelajaran PAI pada anak dengan spektrum autisme memerlukan pendekatan yang berbeda dibandingkan dengan anak pada umumnya. Pendekatan yang digunakan meliputi penyesuaian materi ajar, penggunaan media pembelajaran yang menarik, dan metode pengajaran yang interaktif. Selain itu, peran guru PAI sangat penting dalam memberikan pendampingan dan motivasi kepada siswa. Melalui pelajaran PAI, anak-anak dengan spektrum autisme menunjukkan perkembangan dalam aspek karakter religius, seperti peningkatan dalam kesadaran beribadah, pemahaman nilai-nilai agama, dan perilaku sosial yang lebih positif. Kesimpulannya, implementasi pelajaran PAI yang terstruktur dan adaptif dapat efektif dalam menanamkan karakter religius pada anak dengan spektrum autisme. Penelitian ini merekomendasikan adanya pelatihan khusus bagi guru PAI dalam mengelola pembelajaran bagi siswa autis serta dukungan dari orang tua dan lingkungan sekolah untuk mencapai hasil yang optimal.

Kata Kunci: Pendidikan Agama Islam, Karakter Religius, Spektrum Autisme, Pendekatan Adaptif.

A. Introduction

Every child has the same rights, namely to have the convenience of getting an education, not only normal children, but children with special needs also have this right. Article 31 paragraph 1 of the 1945 Constitution states that "every soul has the right to receive education (Syafriana & Rahmahtisilvia, 2022). Education plays an important role in forming higher quality human resource potential. Educational institutions that provide learning concepts only for children with special needs have spread throughout Indonesia, one of the programs is the individual learning program or PPI which is also known as an individual education plan (RPP), which is an approach specifically designed to provide educational services that suit their needs. each student individually (Harfiani, 2021). This is because education is an intermediary in developing knowledge, skills and expertise for a lifetime.

Autism is a condition that a person experiences from birth or childhood, which causes difficulties in social interaction and communicating with other people normally, understanding information, and experiencing behavioral disorders. Etymologically, the word "autism" comes from Greek which means "alone" (Pradikta, 2018).

The education that children must provide is not only general education, but also religious education which is equally important to provide because with religious education, children's behavior can be more focused (Rahma & Setiawan, 2023). In most educational institutions in Indonesia, Islamic religious education is integrated into the curriculum to provide an understanding of the teachings of the Islamic religion and the ethical values contained therein. However, in the educational context of children on the autism spectrum, unique challenges arise in the learning process, especially in the development of communication skills.

Islamic Religious Education (PAI) has an important role in instilling religious values in students. In recent years, advances in science and technology have made students tend to try or imitate what they see. Therefore, it is hoped that the implementation of PAI learning can instill religious values so that the values that exist in students do not disappear but increase over time. This research aims to find out how the implementation of PAI learning can instill religious values in children on the autism spectrum at Sekolah Semesta Mandiri. The autism spectrum is a neurological condition that affects a person's behavior and communication. In the educational context, children on the autism spectrum have special needs in participating in the learning process, including instilling religious values. The implementation of PAI learning for children on the autism spectrum at the Semesta Mandiri School is expected to increase their awareness and ability in religion. In this research, the author used a field research method with a qualitative descriptive approach. Data was collected through interviews, observation and documentation. It is hoped that this research can contribute to the development of a more effective and varied PAI learning model for children on the autism spectrum. Apart from that, it is also hoped that this research can help PAI teachers in developing better strategies for instilling religious values in children on the autism spectrum.

Islamic religious education in schools has a significant role in shaping the character and development of children. As part of the formal education curriculum, Islamic religious education not only teaches spiritual and moral values, but can also influence various aspects of individual development, including communication skills (Safitri, 2020). In this context, communication development in children on the autism spectrum is an interesting thing to research.

In the learning process for children on the autism spectrum, appropriate learning methods must be applied. Learning methods are ways of learning that are applied in the learning process (Assilmi & Setiawan, 2022). The autism spectrum is a disorder in children that can result in difficulty in social interaction (Novianti et al., n.d.). Children on the autism spectrum often have difficulty interacting socially and communicating their thoughts or feelings clearly. This disorder can affect their ability to understand and practice Islamic teachings in everyday life (PRAMALA, 2012). Therefore, it is important for us as prospective educators to understand how Islamic religious education in schools can influence communication development in children on the autism spectrum.

Research on the influence of Islamic religious education on communication development in children on the autism spectrum has important relevance in the context of inclusive education and the development of children with special needs. However, to the best of our knowledge, research focusing on the relationship between Islamic religious education and communication development in children on the autism spectrum is still limited.

Therefore, this research aims to fill this gap in knowledge by investigating in more depth the influence of Islamic religious education in schools on communication development in children on the autism spectrum. Thus, it is hoped that this research can make a significant contribution to the understanding of how Islamic religious education can influence communication development in the population of children on the autism spectrum.

By understanding the important role of Islamic religious education in the context of inclusive education, it is hoped that this research can provide valuable insights for

developing more effective curriculum and learning practices for children on the autism spectrum in schools.

Through careful analysis, this research seeks to answer several key questions, including: 1) What are the methods and strategies used in teaching Islamic Religious Education to children on the autism spectrum in inclusive schools?; 2) What is the impact of Islamic Religious Education lessons on the development of religious character in children on the autism spectrum?.

Thus, in the context of this discussion, the research conducted not only has academic relevance, but also has important practical implications in efforts to improve the quality of inclusive education for children on the autism spectrum in schools.

B. Method

This research uses a qualitative approach to explore the influence of Islamic religious education in schools on communication development in children on the autism spectrum. A qualitative approach was chosen because it can provide an in-depth understanding of the subjective experiences of children and parents in the context of Islamic religious education and communication development. Because this research is qualitative research, the data sources required consist of words and actions, as well as additional supporting data (Farida & Ma'ruf, 2022).

Qualitative research methods or what are usually called naturalistic research methods are because the research carried out is natural, without being artificial. Qualitative research methods are research methods that use the philosophy of positivism as the basis that is usually used to research certain samples. Data collection in this method is carried out using research instruments with the aim of testing existing hypotheses (Sugiyono, 2021, Alfabeta.17).

Simply put, qualitative research methods are systematic research methods which are usually used to study natural objects without any manipulation or hypothesis in them (Aprida, 2018). Participants in this study consisted of six children on the autism spectrum aged between 5 and 12 years who are currently participating in an inclusive education program at a school in the Medan Sunggal area. In this research, parents or

guardians of these children were involved to obtain their views on the influence of Islamic religious education on their children.

In this qualitative research process, several important steps are involved, such as formulating research questions, collecting data from participants, analyzing the collected data and interpreting the meaning of the data (Harfiani et al., 2021). Data was collected through structured interviews with children's parents or guardians as well as direct observation of children's interactions with Islamic religious education materials at school (Fhatri, 2020). The interviews conducted focused on the children's experiences in learning about Islam and the changes that might occur in their behavior and communication after being involved in these activities.

This research was conducted by observing the principles of research ethics including obtaining permission from the school and informed consent, maintaining data confidentiality and ensuring that participants were treated very well and were not exposed to potentially undesirable risks.

C. Results and Discussion

1. Methods and Strategies in Teaching

In teaching a subject or skill, various methods and strategies can be applied. The selection of these methods and strategies depends on the learning objectives, student characteristics, and the material being taught. Here are some commonly used methods and strategies in the field of education:

- a. Lecture Method. This method involves the direct delivery of information by the teacher to students through lectures or verbal explanations. The advantage of this method is that it is easy to use and efficient in conveying a lot of information in a short time. However, the disadvantage is that it tends to be passive, lacks student engagement, and is often uninteresting to students.
- b. Discussion Method. This method involves interaction between students and other students, or between students and the teacher, in discussing a particular topic. The advantage of this method is that it develops critical thinking and communication skills, and actively involves students. The

downside is that it takes more time and can sometimes be difficult to control if the discussion is not well-directed.

- c. **Demonstration Method.** The teacher shows or demonstrates something to the students, such as how to conduct an experiment or a particular skill. The advantage of this method is that it helps students understand difficult concepts, making them more concrete and easier to comprehend. However, the disadvantage is that it requires good planning and is not always suitable for all subjects.
- d. **Inquiry-Based Learning.** Students are encouraged to find answers to questions or problems through their own research and exploration. The advantage of this method is that it develops critical and analytical thinking skills, and students learn independently. However, the downside is that it requires teacher skills in facilitation and takes more time.
- e. **Cooperative Learning Strategy.** Students work in small groups to complete tasks together. The advantage of this method is that it enhances cooperation and strengthens understanding through student interaction. The disadvantage is that sometimes there are students who are less active in participating in the group.
- f. **Project-Based Learning Strategy.** Students learn by working on complex, long-term projects related to real-world issues. The advantage of this method is that it motivates students with real-life relevance, and develops problem-solving and time management skills. However, the downside is that it requires a long time, complicated planning, and strict monitoring by the teacher.
- g. **Problem-Based Learning Method.** Students are given a problem to solve through research and analysis. The advantage of this method is that it develops critical, creative, and collaborative thinking skills. The downside is that it requires more resources and time to develop and solve the problem.
- h. **Role-Playing Method.** Students act as characters in a particular scenario to understand a concept or situation. The advantage of this method is that it is engaging, develops empathy, interpersonal skills, and deeper understanding.

However, the disadvantage is that not all students are comfortable with this method, and it requires good planning.

- i. Differentiated Instruction Strategy. The teacher adjusts teaching methods to the diverse needs, abilities, and interests of students in the classroom. The advantage of this method is that it meets the individual needs of students and increases more personal student engagement. However, the downside is that it requires intensive planning and management, which can be challenging for teachers in larger classes.
- j. Flipped Classroom Strategy. Students learn the material at home through videos or reading materials, while class time is used for discussion and practice. The advantage is that it maximizes class time for more active and in-depth interaction. The disadvantage is that not all students have adequate access to technology at home.

These teaching methods and strategies can be applied flexibly and are often combined to achieve optimal results in the learning process.

2. The implementation of Islamic Religious Education (IRE) lessons in instilling religious character in children on the autism spectrum at Semesta Mandiri School

The implementation of Islamic Religious Education (IRE) lessons in instilling religious character in children on the autism spectrum at Semesta Mandiri School requires a personalized and differentiated approach. Some common steps taken in this implementation include:

- a. Adjustment of Teaching Methods
 - 1) Individual Approach: Every child with autism has different needs and abilities, so teaching methods are tailored individually. Teachers need to understand the characteristics of each child and adjust the way the material is delivered to make it easier to comprehend.
 - 2) Visual and Practical Methods: Children with autism often respond better to visual stimuli or hands-on activities. IRE materials can be presented through pictures, videos, or direct simulations of religious

practices, such as praying, performing ablution (wudu), or reciting prayers.

b. Gradual and Consistent Learning

- 1) Routine Repetition: Children with autism often require repeated exposure to materials to absorb them effectively. Religious education is taught gradually and regularly, with a focus on consistency in teaching daily religious practices such as praying, giving thanks, or performing obligatory worship.
- 2) Introducing Religious Values: Religious values such as honesty, patience, and gratitude are introduced in simple terms and connected to daily activities that the child can understand.

c. Supportive Environment

- 1) Calm Learning Atmosphere: Children on the autism spectrum are usually sensitive to noisy or chaotic environments. Therefore, religious lessons are conducted in a calm and safe setting, allowing the child to feel comfortable and focus better.
- 2) Patient Teacher Support: Teachers need to be patient and give extra attention to helping the child learn religious values. Gentle and empathetic communication is crucial in supporting the development of religious character in children with autism.

d. Practical Approach and Emotional Control

- 1) Direct Simulation and Practice: Religious practices, such as prayer or ablution, are demonstrated directly with simple instructions that the child can easily follow. These activities are repeated so that the child understands the steps of worship properly.
- 2) Emotional Control Training: Religious education also involves training in emotional control and self-regulation, which is part of character development. For instance, children are taught to remain calm while praying or to be patient in completing tasks.

e. Parental Involvement

Collaboration with Parents: Parents are involved in the IRE learning process at home to reinforce what is taught at school. They are also encouraged to engage their child in religious activities at home, such as group prayers, to help the child become accustomed to religious routines in the family environment.

f. Character Building through Habituation

- 1) Daily Religious Practice Habits: Children are trained to perform daily religious practices such as the five daily prayers, reciting prayers, or participating in simple religious activities regularly. This helps instill positive habits and strengthen the child's religious character.
- 2) Positive Reinforcement: Providing praise or rewards for the child's achievements, whether in religious practice or behavior reflecting religious values, can motivate the child to continue learning and doing good deeds.

g. Evaluation and Guidance

Regular Monitoring: Teachers and parents periodically evaluate the child's progress in understanding and applying religious values. This is important to adjust the teaching approach if needed and to provide more intensive guidance if the child is facing difficulties.

With an inclusive, patient, and attentive approach, the implementation of IRE lessons at Semesta Mandiri School can help instill religious character in children on the autism spectrum, though the challenges may be more complex compared to teaching neurotypical children.

C. Conclusion

Every child has the same right to obtain an easy education, including children with special needs such as children on the autism spectrum. This is supported by the 1945 Constitution Article 31 Paragraph 1 which states that every person has the right to receive education. Education has an important role in forming quality human resources, and Islamic religious education in schools is an integral part of the education that must be given to every child.

Islamic religious education not only teaches spiritual and moral values, but also influences communication development in children, including children on the autism spectrum. This research tries to fulfill curiosity regarding the implementation of Islamic religious education in instilling religious character in children on the autism spectrum.

The conclusions from scientific work research on the implementation of Islamic Religious Education (PAI) lessons in instilling religious character in children with the autism spectrum at school are as follows:

1. Adaptation of teaching materials: PAI teaching materials are adapted to the abilities and interests of children on the autism spectrum. This approach helps them to more easily understand complex religious concepts.
2. Use of interesting learning media: The use of pictures, videos and teaching aids helps children on the autism spectrum visualize and understand religious teachings. This media also motivates them to learn more effectively.
3. Interactive Teaching Methods: Teaching is carried out through interactive methods such as direct practice of worship, storytelling and drama. This approach not only increases understanding of religious concepts, but also encourages children's active participation in learning.
4. Important Role of PAI Teachers: PAI Teachers have a crucial role in providing assistance, motivation and guidance to children on the autism spectrum. They create an inclusive and supportive learning environment for these children to grow in their religious character.
5. Development of Religious Character: Through PAI lessons, children on the autism spectrum show significant development in awareness of worship, understanding of religious values, and more positive social behavior.

Thus, the research results confirm the importance of a focused and inclusive approach in teaching PAI to children on the autism spectrum, to support the optimal development of their religious character.

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