

THE USE OF LEARNING VIDEOS AS A MEDIUM TO SUPPORT ISLAMIC RELIGIOUS EDUCATION FOR STUDENTS WITH DISABILITIES AT SLB PGRI DLANGGU

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ABSTRACT: *An Extraordinary School (SLB) is an institution for children with special needs, where each child requires specific understanding and treatment. In the subject of Islamic Religious Education (PAI), worship practices are taught to students with below-average IQs. Teachers need to present the material innovatively, as lectures alone are insufficient to engage these students. This research focuses on: 1) The characteristics of students with disabilities at SLB PGRI Dlanggu during the PAI learning process, and 2) The use of learning videos as a medium to support PAI for these students. A qualitative approach with a case study method is used, collecting data through participatory observation, semistructured interviews, and documentation. Data analysis involves three stages: reduction, presentation, and conclusion drawing/verification. The study reveals that students' characteristics include: a) universal character traits, b) academic abilities, c) social/emotional aspects, and d) economic levels. The use of learning videos for PAI is supported by the Principal and Curriculum Coordinator as it is engaging and enhances learning motivation for students with disabilities, provided that teachers use it consistently.*

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INTRODUCTION

Education is a fundamental right for every individual, including students with intellectual disabilities, who require special educational approaches to ensure full access to learning. Islamic Religious Education (PAI) is an integral part of the curriculum in Indonesia. However, providing appropriate and effective access to Islamic religious education lessons for Tunagrahita students in special schools remains a significant challenge. As a result, it is critical to provide the best education for students with learning disabilities so that they have equal opportunities for religious development and personal growth.

Tunagrahita students face various problems in their education process. Key challenges include limitations in cognitive and communication skills that can hinder their understanding of learning materials, including in the context of religious education. In addition, social and interaction skills are also obstacles that need to be overcome to achieve effective learning in education. Providing the best education for Tunagrahita students is crucial to:

1. Improving their religious understanding and morality
2. Develop cognitive skills such as problem solving and concept understanding.
3. Encouraging independence and self-confidence in daily life.

This research will be conducted at SLB PGRI Dlanggu, based on the critical period of development of Tunagrahita students. The right approach can have a significant impact on their religious understanding as well as the development of cognitive and social skills. Using Tunagrahita students as research material will provide in-depth insight into the challenges they face in understanding and internalizing PAI materials.

لَيْسَ عَلَى الْأَعْمَى حَرْجٌ وَلَا عَلَى الْأَعْرَجِ حَرْجٌ وَلَا عَلَى الْمَرِيضِ حَرْجٌ وَلَا عَلَى أَنْفُسِكُمْ أَنْ تَأْكُلُوا مِنْ بُيُوتِكُمْ أَوْ بُيُوتِ آبَائِكُمْ أَوْ بُيُوتِ أُمَّهَاتِكُمْ

Meaning, "There is no hindrance for the blind, the disabled, the sick, and all of you to eat together from your house, your father's house, or your mother's house"¹ (Surat An-Nur verse 61).

قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: أَنْ الرَّجُلَ لَيَكُونَ لَهُ الدَّرَجَةُ عِنْدَ اللَّهِ لَا يَبْلُغُهَا بِعَمَلٍ حَتَّى يُبْتَلَى بِبَلَاءٍ فِي جَسْمِهِ فَيَبْلُغَهَا بِذِكِّهِ.

Meaning, "The Messenger of Allah (SAW) said, "Indeed, a person will certainly have a degree in the sight of Allah that he will not reach with charity, until he is tested with a trial on his body, then with the trial he reaches that degree" (HR Abu Dawud)².

According to one of the verses of the Qur'an and one of the hadiths above, it can be concluded that Allah SWT explicitly affirms that there is social equality for people with disabilities with normal people. Therefore, in seeking knowledge, as long as people with

¹ LPMQ, "Aplikasi Qur'an in Word" (Lajnah Pentashihan Mushaf Al-Qur'an Badan Libang Dan Diklat Kementrian Agama Republik Indonesia, 2019).

² Abū Dā'ūd, *Sunan Abi Dā'ūd*, 1935.

disabilities are able and there are also those who are able to guide them, teaching and learning activities must run in accordance with religious and state regulations³

According to Delphie⁴, an expert on children with disabilities education in Indonesia, multimedia approaches such as learning videos can increase the effectiveness of learning for students with special needs. The use of technology in learning can help overcome the cognitive and communication barriers experienced by Tunagrahita students, allowing them to be more engaged and understand the subject matter better. The importance of the presence of PSLB (Pendidikan Sekolah Luar Biasa) teachers is to facilitate adaptation with Tunagrahita students because these teachers have specialized knowledge to handle students with disabilities. Education in SLB is not the same as regular education, requiring a special approach such as understanding student characters one by one. Students with special needs at SLB PGRI Dlanggu have their own uniqueness, such as the ability to understand reading for Tunagrahita students, play musical instruments for blind students, memorize sign language for deaf students, and have enthusiasm and a good mood in school for students with autism. This uniqueness that allows them to represent them in competitions up to the national level is the result of the school teacher's upbringing.

This research focuses on the use of learning videos as a medium to support Islamic religious education for Tunagrahita students at SLB PGRI Dlanggu. By utilizing the potential of learning videos, it is expected to provide a concrete solution for facilitating a better understanding of religion for Tunagrahita students. The results of this research are expected to contribute to the development of educational policies and practices in SLB in Indonesia, as well as being a reference for similar efforts in the future. The author takes the title of the thesis, "The Use of Learning Videos as a Media to Support Islamic Religious Education for Tunagrahita Students at SLB PGRI Dlanggu."

And we will focus on Tunagrahita students in grades 7-9 at SLB PGRI Dlanggu, which consists of about ≤ 10 students per class with moderate and mild Tunagrahita disorders. The selection of Tunagrahita students is based on the recommendation of the PAI teacher and the results of preliminary observations, which show that they are more able to

³ Atin Risnawati and Dian Eka Priyantoro, "Pentingnya Penanaman Nilai-Nilai Agama Pada Pendidikan Anak Usia Dini Dalam Perspektif Al-Quran | As-Sibyan: Jurnal Pendidikan Anak Usia Dini," *As-Sibyan* 6, no. 1 (2021); Indriyani Tri Jayanti et al., "Penguatan Pendidikan Karakter Religius Di TPA (Taman Pendidikan Al-Qur'an) Nurul Yaqin Desa Jagoan," *Buletin KKN Pendidikan* 4, no. 1 (2022), <https://doi.org/10.23917/bkkndik.v4i1.19184>.

⁴ Bandi. Delphie, "Pembelajaran Anak Berkebutuhan Khusus (Dalam Setting Pendidikan Inklusi)," in *Bandung: PT Refika Aditama.*, 2006; Bandi Delphie, "Autisme Usia Dini," *Gastronomia Ecuatoriana y Turismo Local*. 1, no. 69 (1967).

communicate verbally than students with other disabilities. Grade 9 of SMPLB Tunagrahita showed better ability to capture and practice PAI learning materials than grades 7 and 8.

METHOD

In writing this research, the author chose the type of qualitative research because it aims to deeply understand the experiences and perceptions of Tunagrahita students at SLB PGRI Dlanggu in using learning videos as a medium to support Islamic religious education. Qualitative research methods are based on the philosophy of postpositivism and are used to investigate the natural conditions of objects (different from experiments), where the researcher acts as a key instrument, data collection techniques are triangulated, data analysis is inductive or qualitative, and qualitative research results emphasize meaning rather than generalization or generalization⁵

This research applies the case study approach, one of the qualitative research approaches that involves researchers investigating in detail a phenomenon, program, event, activity, process, or group of individuals⁶ This research was conducted by observing the use of video as a medium to support ABK learning at PGRI Dlanggu Special School, especially in learning Islamic Religious Education for mild and moderate Tunagrahita students at SMPLB. The presence of the researcher as the main or key instrument in the case study refers to the important role of the researcher in collecting, analyzing, and interpreting data directly from the field.

Primary data was obtained through classroom observations, interviews with students and teachers, and field notes. Secondary data included literature on learning media for students with special needs, official school documents such as curriculum and lesson plans, and education statistics related to Tunagrahita students and their academic achievements. Data sources consisted of informants (principal, vice principal for curriculum, class teachers, and homeroom teachers) and the main key informant (PAI teacher) related to the video-based PAI learning research. The data collection procedure uses triangulation techniques, namely participatory observation. In this observation process, the researcher is actively involved in the daily activities of the subject being observed or used as a source of research data. Semi-structured interviews: this type of interview is included in the in-depth interview

⁵ Memahami Sugiyono, "Penelitian Kualitatif Dan R & D" (Bandung: Alfabeta, 2009).

⁶ Robert K Yin, "Designing Case Studies," *Qualitative Research Methods* 5, no. 14 (2003): 359–86.

category, where the process is more flexible than structured interviews. And documentation studies: in the field of education, document studies are often used to assess.

Curriculum, lesson plans (RPP), and other school files, as well as evaluating the condition of students every semester. There are 3 data analysis procedures, namely, data reduction, which is the process of describing data briefly and organizing it based on certain concepts, categories, and themes. This step is not separate from the analysis process but rather an integral part of the analysis itself, data presentation, and data withdrawal/verification. Conclusions in qualitative research may be able to answer the research questions posed earlier, although not always, because qualitative research problems and formulations tend to be dynamic and develop along with the research process carried out in the field⁷.

RESULT AND DISCUSSION

Characteristics of Disabled Students at SLB PGRI Dlanggu

Islamic religious education is an important part of the curriculum for Tunagrahita students at SLB PGRI Dlanggu. This research explores the effectiveness of learning videos as supporting media in Islamic religious education for students with disabilities. Learning videos can provide interesting and concrete visualizations. The characteristics of Tunagrahita students affect teaching strategies. PAI teachers at SLB PGRI Dlanggu adjust teaching methods based on student abilities; for students with low abilities, the material is delivered simply, while students with better abilities get lectures, questions and answers, and learning videos. The condition of Tunagrahita students is different, with some requiring special care. Waka for Curriculum emphasized the importance of understanding these conditions to design appropriate approaches

Collaboration between special education teachers and PAI teachers is essential. PAI teachers use videos from YouTube as additional media for learning. Videos are prepared according to the material to be taught with customized methods to enhance understanding and avoid student boredom. Social interaction and classroom behavior influence the learning process. Hands-on practice, such as ablution and prayer, is considered more effective for Tunagrahita students. In addition, family and neighborhood support also play an important role. Parental involvement and family economic conditions affect student development and motivation. There is also a learning evaluation conducted at SLB PGRI Dlanggu to improve

⁷ Michael Huberman and Matthew B Miles, *The Qualitative Researcher's Companion* (sage, 2002).

the quality of teaching. This evaluation includes daily and semester assessments, as well as coordination with class teachers to ensure teaching methods are effective. The evaluation serves to correct deficiencies and improve the quality of the curriculum

Broadly speaking, one of the requirements for school registration for Tunagrahita students is to present the results of the IQ test, but if there are other things that are not possible, then this is not a problem. Secondly, the methods and media provided by the PAI teacher and the school will be used properly, and do not forget that learning will be coordinated in advance with the class teacher. Thirdly, social interaction and behavior in the classroom tend to be difficult to control because students with IQ disabilities below the average have their own world, especially moderate Tunagrahita. Fourth, family support and a very influential environment, such as support in helping to study at home and meeting students' needs as a form of support for education and students' interests and talents; and finally, fifth, evaluation and assessment of the learning process needed to measure the level of understanding of Tunagrahita students, one of which is the implementation of remediation.

Strategy for Using Learning Videos as a Supporting Media for Islamic Religious Learning for the Disabled at SLB PGRI Dlanggu

Video media provides concrete and interactive visualizations that are very helpful for Tunagrahita students in understanding material that is difficult to understand through conventional methods. With videos, explanations can be repeated, which is essential for deeper understanding. Videos are also more engaging and maintain students' learning interest longer than traditional methods. Videos that are specifically designed according to the cognitive abilities of Tunagrahita students can improve their understanding of Islamic concepts and enrich their learning experience at SLB PGRI Dlanggu

However, to increase their effectiveness, learning videos should be interactive. For example, adding quizzes or other elements that actively engage students can make learning more interesting. Videos that use real objects such as plants or animals are often more engaging than cartoons, especially for non-religious material such as science or math, where the use of concrete objects can aid understanding

While learning videos have many benefits, their use requires additional tools such as projectors and laptops, as well as large enough room facilities that are often not available in SLBs. The principal expressed plans to improve educational technology, but its

implementation is still hampered by the existing conditions and situation at SLB PGRI Dlanggu, although the Merdeka Curriculum has been officially adopted, education for students with special needs still uses Curriculum 2013 because it adapts to the conditions of existing students. The final assessment or report card is similar to the regular system, with additional special programs according to the needs of each type of disability. Evaluation of the use of learning videos shows that this method is effective in increasing students' understanding and motivation to learn, although challenges related to facilities and teaching approaches that must be adapted to the individual needs of students remain

The conclusion regarding the use and evaluation is based on the findings from the interviews, which stated that the analysis of learning videos in SLB PGRI Dlanggu is important to improve teaching methods that suit the needs of Tunagrahita students. By utilizing videos, educators can evaluate students' responses to visual and audio learning materials and adjust teaching strategies that are fairly effective. This helps in the development of more relevant learning content and improves students' overall motivation and learning outcomes.

The main challenge faced by PAI teachers is providing material to students with disabilities, which requires repetition and a special approach. In addition, the use of learning videos as a tool presents the advantage of variety that attracts students' attention, although it still requires additional facilities that are sometimes not available in SLB. The principal noted that there are plans to improve educational technology, although the implementation is limited by existing conditions and situations. Overall, although SLB PGRI Dlanggu has adopted the Merdeka Curriculum, education for students with special needs still faces challenges in implementing a curriculum that suits the individual needs of each student

DISCUSSION

This research focuses on the use of learning videos as a medium to support Islamic religious education for Tunagrahita students at SLB PGRI Dlanggu. By utilizing the potential of learning videos, it is expected to provide a concrete solution for facilitating a better understanding of religion for Tunagrahita students. The results of this research are expected to contribute to the development of educational policies and practices in SLB in Indonesia, as well as being a reference for similar efforts in the future. The author takes the title of the thesis, "The Use of Learning Videos as a Media to Support Islamic Religious Education for Tunagrahita Students at SLB PGRI Dlanggu."

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The educational well-being of children with special needs can improve with more intensive guidance at home as well as greater support from parents, especially for those with better economic conditions. Learning videos are one of the supporting media and efforts applied by PAI teachers at SMPLB SLB PGRI Dlanggu. This is to support the interest of Tunagrahita students in learning so that the learning applied is not monotonous and boring. This statement is also supported by the Deputy Head of Curriculum and Principal because it is one of the supporting media in delivering learning, but one thing that must be emphasized is the consistency of the use of learning videos in delivering PAI subjects.

In the observation findings, learning using video as a supporting medium is usually applied to SMPLB and SMALB students. This is done simultaneously because of the limited PAI teachers in the school, but in this event, it does not interfere with students' learning with each other, even though there are one or two students who are hyperactive and tend to like to wander around in class, because SMALB students who are present are able to understand more things and are able to control themselves while in class.

The preparation for showing a video has been revealed by the PAI teacher. YouTube is the main supporting media to be shown to students. The preparation made by the PAI teacher is to find videos related to the material to be taught, and then students will watch a learning video through the projector.

In multimodality theory, learning videos as supporting media are meaningful learning delivered through communication through a medium. "Multimodality" is a key concept of social semiotics. Multimodality highlights that meaning is always made in different "modes," with speech, gestures, facial expressions, writing, colors, music, and so on having different capabilities. Modes only allow certain messages to be articulated, and their capabilities are socially conditioned⁸. According to Deklerk, the benefits of using video media include⁹:

⁸ Theo van Leeuwen, "Multimodality in Education: Some Directions and Some Questions," *TESOL Quarterly* 49, no. 3 (2015), <https://doi.org/10.1002/tesq.242>.

⁹ Kelsey Crane-Deklerk, "Multimodality in Early Childhood Education," *International Journal of Literacy, Culture, and Language Education* 1 (2020), <https://doi.org/10.14434/ijlcle.v1i0.29481>.

- a. Provide unexpected experiences to students
- b. showing things that cannot be seen at first
- c. Analyze changes over a period of time.
- d. Provide experience for students to feel certain conditions
- e. Show case studies about real life that can trigger discussions among students.

By using learning videos, especially those that can be accessed again by students, videos also allow students to replay material according to their needs and interests, which can increase their interest and motivation in learning lessons.

Then, learning definitely requires evaluation. Learning evaluation functions to improve the quality of teaching from previous teaching. SLB PGRI Dlanggu PAI Teacher Hayati Nasution¹⁰ explained that the evaluation carried out was seen in the development of students' daily and semester values. When conducting evaluations, the PAI Teacher would also coordinate with the class teacher. The principal also explained that there was an evaluation related to some learning that needed to be improved. Along with supervision when making teaching modules, the principal would coordinate with the Deputy Head of Curriculum and class teachers to evaluate learning and improve the quality of learning

Cronbach in Zainal, et. al¹¹ states, "Evaluation used to improve the course while it is still learning contributes more to the improvement of education than evaluation used to appraise a product already on the market." Cronbach emphasizes the function of evaluation for improvement, while Scriven (1967) distinguishes evaluation into two categories: formative and summative. The formative function is used to improve the curriculum under development, while the summative function assesses the whole system. The comprehensive functions of evaluation, according to Zainal¹²

- a. Psychological: Learners need to know their progress and need adult opinions for orientation and guidance
- b. Didactical-methodical: Evaluation helps teachers group learners according to their abilities and improve the learning process

¹⁰ Fitri Hayati Nasution, "Memahami Istidraj Di Era Kontemporer (Studi Tafsir Fi Zhilalil Qur'an Karya Sayyid Quthb)," *Cendekiawan: Jurnal Pendidikan Dan Studi Keislaman* 1, no. 3 (2022), <https://doi.org/10.61253/cendekiawan.v1i3.62>.

¹¹ Zainal Arifin and Moh Hasyim Afandi, "Reformasi Pendidikan Islam Dan Implikasinya Prespektif Pemikiran Pendidikan Filsuf Islam," *Jurnal Ats-Tsaqofi* 1, no. 2 (2019): 1–26.

¹² Zainal Arifin, Masykuri, and Moh. Hanief, "The Internalization Model of Multicultural Values in Islamic Education Learning at SMAN 1 Nganjuk," *EDUTECH: Journal of Education And Technology* 4, no. 2 (2020): 307–14, <http://ejournal.ijshs.org/index.php/edu/article/download/153/125>.

With the regular evaluation, the evaluation of PAI learning at SLB PGRI Dlanggu serves to assess the learning achievements of students with special needs, adjust teaching methods to be more effective, and increase student motivation and involvement in the learning process. In addition, evaluation helps teachers understand students' individual needs, provide positive feedback, and design more interesting and adaptive learning strategies according to the abilities and characteristics of each student. Thus, evaluation not only measures learning outcomes, but also becomes a tool for improvement and development of a more meaningful curriculum for students.

CONCLUSION

The results of research conducted at SLB PGRI Dlanggu show that Visually Impaired Students have distinctive characteristics in terms of low cognitive ability they can understand material not because of their ability, but because of something that is heard repeatedly, aka through memorization, the social attitude shown is not so much because they tend to be cool with their own world. Visually impaired students at SLB PGRI Dlanggu show low levels of cognitive comprehension, uncontrolled behavior, and poor self-care skills. In addition, Blind Students tend to have difficulties in learning abstract concepts and more often learn through memorization. In social and emotional aspects, students with disabilities often exhibit unstable behavior and require constant assistance to understand social rules.

The purpose of using learning videos is to help students get out of boring learning such as the lecture method. Using video is an interesting alternative for students, especially students with disabilities who are less able to operate laptop technology. PAI teachers at SLB PGRI Dlanggu often use *YouTube* because they have not been able to make their own learning videos, using *a cartoon YouTube channel* containing religious teachings. Videos are played during learning according to the material. The students' response was enthusiastic because they could see the objects in the supporting media. The evaluation of PAI learning at SLB PGRI Dlanggu was carried out to improve the quality of teaching and assess the learning achievements of students with special needs. Evaluation is seen from the development of students' daily and semester grades, as well as coordinating with class teachers and curriculum vice presidents, this serves to adjust teaching methods, understand students' individual needs, and provide positive feedback, as well as a tool for curriculum improvement and development.

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