

Islamic Religious Education For Autism at SLB Autisma Dian Amanah Sleman Yogyakarta

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Abstract

Autism was first introduced by Leo Kramer, a psychiatrist from Harvard, in 1943. People with autism, among others, have symptoms of difficulty interacting, communicating strangely, not caring about the surrounding environment, having their own world, and having difficulty accepting change. Therefore, they need accommodations in the learning process. Researchers use descriptive and qualitative methods to describe the data obtained through the use of interview techniques, documentation, and observation. Data analysis goes through stages in the form of data reduction, presentation, and drawing conclusions. Checking the validity of the data is carried out using triangulation techniques. Based on research, PAI learning in children with autism at SLB Autisma Dian Amanah Yogyakarta is carried out by identifying and determining the specifications and qualifications for changes in student behavior, determining the learning approach system, establishing learning procedures, methods, and techniques, as well as criteria for learning success.

Keywords: *Autism; Children with Special Needs ;Islamic Religious Education*

Introduction

Leo Kramer, a Harvard psychiatrist who worked in 1943, was the first to describe autism. The population of people with autism has increased over time. Based on the results of observations of 11 people with autism, they included experiencing symptoms of difficulty interacting, isolating themselves, behaving abnormally, communicating strangely, not caring about the surrounding environment, tending to be alone, and having their own world. This made Kramer learn more about autism, so the term is also known as Kramer's syndrome.(Rachmawati, 2012, p. 3) Autism is a condition in which a person, during the process of growth and development, preferentially experiencing abnormalities or deviations, the disorder can occur physically, mentally-intellectually, socially, or emotionally.(Sabaria, 2019, p. 179) Autism is a syndrome (a group of symptoms) in which children with autism appear to live in their own world due to difficulties with social development, language ability, and attention to their surroundings. Autism is not a disease, but rather a collection of symptoms associated with behavioral abnormalities and developmental progress. Autism can also be said to have emotional, intellectual, and volitional disorders.(Nuradillah, 2018, p. 38) It is mentioned in other literature that disorders that cover the psychological, emotional, behavioral, and social areas and include inability to interact with people around him are called autism.(Sayatman dan Faizal Fardani, 2020, p. 1)

According to Neumeyer and Jain in the journal of disability studies written by Gangsar Ali Daroni, children with autism have problems with their health conditions, for example, in speech, sleep, and gastro-intestinal (constipation and difficulty eating), developmental delays, hyperactivity, hypotonia, epilepsy, anxiety, deviant behavior, pica and eczema. Children with autism also behave aggressively and can hurt themselves, an abnormal response to others, an overwhelming attachment to an object, difficulty

accepting changes, repetitive activities, jumping, and hypersensitivity to their five senses.(Daroni, 2018, p. 275) Eric London suggests that the influence of a bad and unhealthy environment is one of the causes of autism in children. Environmental factors can cause disturbances in the development of the child's brain while in the womb, for example due to excessive exposure to heavy metals.(London & Etzel, 2000, p. 401)

It is explained in the 1945 Constitution regarding the guarantee of the right given to every citizen to get teaching. This right does not restrict certain citizens, but all citizens including citizens who have physical and mental disorders.(Efendi, 2006, p. 1) Children with special needs, including those with autism, need to be well supported by society. Children with autism and normal children in general have the same rights, it's just that there is a factor that distinguishes children with autism is the special needs they have, so that they are obliged to get a decent and good education for the provision of capital to navigate an increasingly competitive life. A good education for them will certainly provide positive energy for them to develop their abilities and talents.(Rikza, 2011, p. 1) As mentioned in the purpose of national education in Law Number 20 of 2003 concerning the National Education System Article 3, the ability of potential students to form people who are faithful, devout, well-behaved, healthy, insightful, capable, creative, independent, democratic, and citizens who have a sense of responsibility Mentioned in Allah SWT's Word in Q.S. Ar-Ra'd 11:

لَهُ ۥ مُعَقَّبَاتٌ مِّنۢ بَيْنِ يَدَيْهِ وَمِنۡ خَلْفِهِ ۖ يَحْفَظُونَهُ ۚ مِنۡ أَمْرِ اللَّهِ ۚ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ ۗ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ ۚ وََمَا لَهُم مِّنۡ دُونِهِ ۚ مِنۡ وَآلٍ

"For man, there are angels who always follow him in turn, in the face and behind him; they guard him at the command of God. Indeed, God does not change the circumstances of a people, so they change the circumstances that exist within themselves. "And if God wills ugliness against a people, then no one can resist it, and there is no protector for them but Him."

The verse makes it clear that God will not change the circumstances of a people until they change their own.. Learning Islamic Religious Education (PAI) for children with autism certainly requires learning strategies to achieve common goals. Furthermore, the law of learning is something that is mandatory for mankind, especially Muslims, because by learning, we can understand meanings that we previously did not understand, including the basics of Islam through PAI learning.

PAI learning is a form of systematic effort to prepare students to believe, explore, absorb, and implement Islamic teachings through learning guidance and training activities. Regarding education in Indonesia, PAI is also presented to children with special needs.(Isroani, 2019, p. 51) One of these physical or mental deficiencies is autism. The learning process of PAI for children with autism is not uncommon to find problems that hinder learning, such as emotional disorders and other varied disorders, so it needs adjustments so that learning can be well received by them.(Nuradillah, 2018, p. 6) Therefore, certain strategies are needed to support learning achievement for autistic children. In this regard, there are at least four basic strategies for learning that teachers should know, namely: (Aswan, 2016, pp. 3–5)

- a. Identify and establish specifications and qualifications for expected learner behavior changes
- b. Choosing a learning approach system
- c. Selecting and establishing procedures, methods and learning techniques that are considered effective
- d. Establish norms or criteria for learning success, so that they can be used

as guidelines by teachers in carrying out evaluation of the results of learning activities.

Based on this description and as a form of enthusiasm in implementing education for all that is realized in the form of inclusive schools, this research becomes necessary. The results of this study are expected to be duplicated and used in inclusive schools and as additional literature for educators and education practitioners.

Method

This research is a qualitative descriptive field research to outline basic strategies for PAI learning for autism at SLB Autisma Dian Amanah. The qualitative method is considered an artistic method because the research process is more artistic (less patterned) and is referred to as the interpretive method because the data and research results are more concerned with the interpretation of the data found in the field.(Sugiyono, 2013, pp. 7–8) Data collection techniques used in this study included observation, interviews, and documentation. Data analysis techniques go through three stages: data reduction, data presentation, and data verification. Researchers use triangulation techniques to validate data; specifically, data checking techniques are used to validate or compare data using triangulation techniques and sources.(Sugiyono, 2013, p. 371)

Result And Discussion

The implementation of learning at SLB Autisma Dian Amanah cannot be carried out perfectly considering that children with autism have their own obstacles and limitations in receiving learning, there is a change in the learning system so that their own control is needed in receiving learning. Children with autism have characteristics that distinguish them from other children, but their learning is still low enough for them to receive a variety of lessons. Children with autism prefer hobbies or something they like only in

lessons, this is also due to their low concentration level, which is quite low. Children with autism are also unable to learn with coercion and will experience difficulties when there is no one or no teacher who understands him in learning.

Identifying, Assigning Specifications and Qualifications for Learner Behavior Change

In terms of learning tools, SLB Autisma Dian Amanah offers the following learning qualifications:

a. Mild Autism

Table 1. Specifications and qualifications of mild autism

Qualification	Specifications
1.3 Accepting the two sentences of the Creed as the pillars of Islam	1.3.1 Mimicking the pronunciation of the pillars of Islam
	1.3.2 Mimicking the pronunciation of two sentences of the creed

b. Moderate Autism

Table 2. Specifications and qualifications of medium autism

Qualification	Specification
1.1 Accustomed to reciting basmalah every time you start learning	1.1.1 Read basmallah clearly when going to read Iqra'
2.1 Shows confidence in reading hijaiyah letters and harakatnya	2.1.1 Read Iqra' volume 1 correctly

c. Severe Autism

Table 3. Specifications and qualifications of severe autism

Qualification	Specification
3.1 Get to know QS Al-Fatihah	3.1.1 Mimicking the QS Al-Fatihah reading
	3.1.2 Reading QS Al-Ikhlas readings
	3.1.3 Copying QS Al Ikhlas readings

The result of research on the identification of PAI learning strategies at SLB Autisma Dian Amanah is to carry out simple learning that makes it easier for students so that they are able to accept the learning provided easily. This is done because the characteristics of children with autism in SLB Autisma Dian Amanah vary from mild autism, moderate autism to severe autism. The existence of several levels of autism makes SLB Autisma Dian Amanah provide specifications and qualifications according to the abilities of students. Teachers in this learning can adjust as well as provide material or assignments as well as a variety of learning methods to students based on their abilities in order for them to meet the specifications and qualifications set by the teacher. The determination of the specifications above is based on the levels of mild, moderate, and severe autism. These specifications are based on students' level of comprehension when receiving material or their mastery of vocabulary.

Table 4. Identification of SLB Autisma Dian Amanah students

Categories	Characteristic
Mild Autism	- Slight response - Can communicate both ways - Can show facial mimics
Moderate Autism	- Unresponsive - Aggressive/ hyperactive - Indifferent
Severe Autism	- Difficult to control - Prone to self-harm

This is in accordance with Aswan's theory, which says that identifying, establishing specifications, and qualifications for changes in student behavior that are expected to provide progress for students.(Aswan, 2016, p. 5) The learning ability of children with autism tends to have varied characteristics, so learning strategies cannot be equalized between students and each other.

Determining the Learning Approach System

Of course, there are preliminary plans for the learning approach, such as what will be used for teaching, when teaching and learning activities are planned. Teachers using this learning approach have ideas or concepts that are used as a means of facilitating the process of conveying learning to students. This approach must be made in a planned manner and adapted to the material to be given, so that this learning approach system must be highly considered by teachers. Some of the approaches applied include:

a. Applied Behaviour Analysis (ABA) Approach

SLB Autisma Dian Amanah uses the ABA approach, which is a therapy used by teachers to understand and change the behavior of autism students. This ABA approach is used because it contains a series of strategies and techniques that will later be used to reduce inappropriate behaviors. Therefore, the ABA approach is expected to change the quality of students for the better and have standard student abilities with the community. (Ardina, 2018, p. 90) Field data shows that SLB Autism Dian Amanah uses the ABA learning approach as one of the structured therapeutic programs to understand and change the behavior of students, to attract their attention to be willing to learn and easily accept the lessons given. So later we give that learning while giving rewards such as applause, words or positive treatment. The ABA approach is also applied by parents during online learning. This is done to keep the spirit of learning alive in students, making it easier for them to control their emotions and complete teacher-assigned tasks. Giving awards to students is useful for attracting children's attention or rewarding them for successfully completing their tasks, as is the case with the ABA learning approach.

b. Project Based Learning (PBL) Approach

In addition to the ABA approach, SLB Autisma Dian Amanah also

uses another approach, namely PBL which is a project-based learning approach model containing the provision of tasks or activities to students. This PBL approach is used because it allows students to work on projects while armed with understanding and knowledge. In addition, students who use the PBL model approach to learning have better material comprehension abilities than those who use conventional learning methods.(Novianti et al., 2018, p. 668) Therefore, this PBL is used in a learning approach to learners to measure the understanding and knowledge of learners of children with autism. The researcher stated that the results of the interview regarding the PBL learning approach have the following stages, start a question, provides motivation and reflection, project work process and provide an assessment of the resulting project. Based on research data, it is known that project-based learning at SLB Autisma Dian Amanah is carried out by teachers by providing challenging questions or tasks that are in accordance with the conditions of students. For example, by asking students to draw mosques, sticking pictures of the exact sequence of prayer movements and so on.

Selecting and Establishing Learning Procedures, Methods and Techniques

The selection of procedures, methods, and techniques for effective learning at SLB Autisma Dian Amanah has been neatly arranged to make it easier for teachers to guide students. The teacher must be able to master the characteristics and abilities of the child in this regard. The procedures carried out in a structured manner are initial assessment, determining the specifications and qualifications of students' abilities, and then determining learning methods and techniques

a. Initial Assesment

Assessment is the right method to benchmark students' learning ability, so that assessment can help teachers to determine the extent of

understanding possessed by students. Assessment is used by teachers because it can assess the learning process and the learning progress of students. On the other hand, assessment is also a means for teachers to observe student ability for the learning process that will be carried out at the next stage (Wulan, 2017, p. 2). Field data shows that assessments are carried out to measure the abilities and shortcomings of learners and are used to determine the learning techniques to be carried out. According to the observation results, if the results of the initial assessment of students show that they have not been able to follow orders, the teacher will focus more on improving the student's ability to ablution later in the learning process.

b. Learning Methods

The preparation of learning methods is packaged practically and concretely by the teacher. One of the methods used in SLB Autisma Dian Amanah is the drill method, which involves giving material repeatedly, both verbally and in writing, and the method of assigning tasks, namely by providing a project to be completed. This learning method is used to support the improvement of the quality of students in the implementation of learning methods. (Dewi, 2018, pp. 44–52) This is in line with the results of researchers' observations during the learning process, there are some children who easily forget so that teachers repeat the material given to their students. The benefits of the drill method are that students can have higher skills or dexterity, the material presented is more imprinted in students, and they have a broader and more precise understanding (Tambak, 2016, pp. 11–16).

c. Learning Techniques

The learning technique at SLB Autisma Dian Amanah is a way for a teacher to implement a method that has been planned in advance. This is the creativity of each teacher and can change at any time in their learning techniques so that students can process well. Modeling techniques are used in

addition to learning techniques at SLB Autisma Dian Amanah. The modeling technique is one of the techniques in ABA therapy.. This modeling technique is used to acquire new, better behaviors, strengthen good behaviors, and eliminate destructive behaviors. With this technique, the teacher can give an example first, and then the learner will imitate it.(Wiramihardja, 2004, p. 96)

Thus, conclusions can be drawn according to the above explanation that these procedures, methods, and techniques are a way to teach autism students who have varied characteristics, so that in guiding even teachers, they must be smart in choosing the methods and techniques used after the assessment is carried out. Its application in the teaching process also requires patience and seriousness from the teacher, hopefully, students will seriously follow the continuity of learning, however, teachers have limited space to guide autism students at SLB Autisma Dian Amanah due to situations and conditions that cannot maximize these learning methods and techniques.

Establishing Learning Success Criteria

The success of a lesson, the teacher needs to have a handle to be used as a benchmark for the extent of success of the tasks that have been given to students. If the learning success criteria have been implemented, the learning outcomes can be evaluated. The purpose of learning evaluation aims at the extent of students' understanding cognitively, affectively and psychomotorly.

a. Success criteria

The learning success criteria used by SLB Autisma Dian Amanah are different from those used by students in general. From the field data, it is known that some of these criteria are that students can read "Basmallah" clearly, "Iqro' to follow the pronunciation of the pillars of Islam and the sentence of the creed," read and copy the letter of Al-Ikhlâs. The criteria for learning success are also assessments for students. The assessment criteria are in the form of a score of 1-3 taken from observation and practice scores.

Assessment instruments are used as a benchmark for learning success criteri. Based on the field data, it can be concluded that the success of the learning strategy at SLB Autisma Dian Amanah is in accordance with Aswan's theory, which says that setting norms or criteria for learning success so that it can be used as a handle by teachers in evaluating the results of learning activities.(Aswan, 2016, p. 5)

b. Learning Evaluation

After all the processes have been carried out, the next step is to evaluate the learning. SLB Autisma Dian Amanah conducts a general learning evaluation. Evaluation of learning at SLB Autisma Dian Amanah is usually carried out in the form of performance, so that the progress and learning outcomes of each student can be adjusted to their autistic conditions and characteristics. The level of autism is very influential as an evaluation of learning because of the characteristics of each level of autism. For example, for children with mild autism, he is more able to understand because he can still communicate both ways, but the teacher must convey the material very clearly. Regarding evaluation, performance evaluation is chosen because the evaluation results are able to show the actual development of each student. This should indeed be done as mentioned in Ashiong that Children with moderate autism can receive material, but are limited, and when communicating, they are sometimes left out of conversation. Children with severe autism can receive very little material because their condition often cannot be controlled while studying. Learning evaluation can be used to explain the effectiveness and alignment of something with criteria and objectives, in addition to measuring learning achievement.(Ashiong P, 2015, p. 3)

Conclusion

Autism is a condition in which a person, during the process of growth

and development, preferentially experiencing abnormalities or deviations, the disorder can occur physically, mentally-intellectually, socially, or emotionally. According to research related to PAI learning at SLB Autisma Dian Amanah for children with autism is carried out by identifying and determining the specifications and qualifications for changes in student behavior, determining the learning approach system, namely with project-based learning (PBL) and the applied behavior analysis (ABA) approach. Furthermore, procedures, methods, and learning techniques, as well as criteria for learning success, are established.

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