

Creativity of Islamic Religious Education Teachers in Fostering the Psychomotor Domain of Mentally Disabled Students

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ABSTRACT. *The background to this research problem is that mentally retarded students have intellectual limitations or are often referred to as Down syndrome. So mentally retarded students need help from people in fostering the psychomotor domain. And an effort is needed to overcome the problem through the creativity of Islamic Religious Education teachers in fostering the psychomotor domain of mentally retarded students at the Padangsidempuan State Special School (SLB), Padangsidempuan Utara District. The fokus of this research is the creativity of Islamic Religious Education teachers in fostering the psychomotor domain of mentally retarded students. This research methodology is a qualitative approach by describing the phenomena of a situation that actually occurs in the field. The source of this research is from the results of observations and interviews from parties directly related to this research. The results of the study show the creativity that Islamic Religious Education teachers carry out in fostering the psychomotor domain of mentally retarded students using total communication, presenting visual media or images, and practicing the material being taught, and holding routine religious activities. The inhibiting factors that affect Islamic Religious Education teachers in the teaching and learning process are the difficulty in delivering material, due to limitations of mentally retarded students, delays in students' language development, lack of attention from parents, lack of learning media provided by the school, and minimal government attention to the development of mentally retarded students' education.*

Keyword: *Teacher Creativity, Islamic Religious Education, Psychomotor Domain and Mental Mental Disability.*

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to realize spiritual strength, religion, self-development, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. Education is essentially an effort to civilize humans or humanize humans, education is very strategic for educating the life of the nation as a whole. (Saondi, 2010) Learning for students with special needs is needed from teachers who are able to provide teaching services creatively and teachers who are able to be creative in their lives. Teachers really need to be able to teach creatively. In accordance with the environment, the conditions of the students, as well as the supporting factors for the ongoing teaching and learning activities, especially in schools with students with special needs.

In the context of National education, Law no. 20 of 2003 concerning the National Education System states that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control and personality, intelligence, noble character and the skills needed himself, society, nation and state". (Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, n.d.) The mandate of the right to education for people with disabilities or heredity in Law no. 20 of 2003 concerning the national education system article 32 states that "Special education

(special education) is education for students who have a level of difficulty in following the learning process due to physical, emotional, mental and social disorders".(Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, n.d.)

Special School (SLB) is an educational institution under the national education department which has special characteristics to lead students to become a generation that is broad-minded, capable in science and has noble character. One of the implementation of special education is held in Special Schools (SLB). It is through this institution that children with special needs receive special education and learning services for all subjects normally given in schools in general. All lessons are given to children with special needs in order to develop their potential physically, intellectually, emotionally and socially. The creativity of Islamic Religious Education teachers in special schools (SLB) is very important and much needed when learning mentally retarded students. Because the condition of students who tend to think not like students in general. The teacher must create teaching and learning activities according to the wishes of the students, when the lesson is in progress most students learn by playing in the classroom

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Types and Research Methods Based on location, this research is included in field research, namely research conducted in certain fields. Based on data analysis/work method, this research uses a qualitative approach, namely "a research that is naturalistic in nature is carried out using an approach to an event or phenomenon that exists in society which is directly observed and processed in a scientific way using logic". Based on the method, this study uses a descriptive method which aims to describe an actual situation that occurs in the field in accordance with the facts in a systematic manner.(Sukardi, 2003)

Data source. The data source is the subject from which the data is obtained, either from people, objects or places. In this research, there are two types of data sources that are needed to carry out well, including: 1. Primary data sources are actors and parties who are directly involved with the research object. The primary data sources were two Islamic Religious Education teachers and 6 students. 2. Secondary data sources, namely complementary data sources needed in writing this research. Among them is the Padangsidempuan State Extraordinary School (SLB) Special Teacher.

Data collection technique. To collect data in this study, the researchers used data collection instruments, namely: 1. Observation, Observation is an observation or data collection technique that requires researchers to go out into the field to observe things related to space, place, actors, activities, time, events, goals and feelings. This observation aims to see directly the creativity of Islamic Religious Education teachers in delivering Islamic Religious Education learning materials at the Padangsidempuan Special School (SLB). 2. Interview, Interview is a means of proving the information obtained previously. Interviews are used as a data collection technique when the researcher wants to know more about the respondents and the number of respondents is small. The interview technique used was an in-depth interview technique, namely the process of obtaining information for research purposes by means of question and answer while face-to-face between the interviewer and the informant with or without an interview guide.

Data Validity Guarantee Techniques. The things that researchers must do to get accurate data are as follows: 1. Observational Perseverance. Persistence of observation means consistently seeking interpretations in various ways in connection with a constant process of

analysis. Perseverance observation also intends to find characteristics and elements in situations that are very relevant to the problem or issue being sought and then focus on these things in detail. In other words, if extension of participation provides scope then persistence of observation provides depth. 2. Triangulation. Triangulation is the best way to eliminate the differences in the construction of reality that exist in the context of a study when collecting data on various events and relationships from various views. In other words, that triangulation researchers can recheck their findings by comparing them with various sources, methods, or theories. (Afifuddin Dan Ahmad Saebani, 2012).

Data Processing and Analysis Techniques. The main goal of research data analysis is to make the data understandable, so that the resulting findings can be communicated to others. In this case, the author uses the Miles and Huberman interactive analysis model, namely the activity process in data analysis which includes data reduction, data presentation and drawing conclusions. The stages of analysis carried out are as follows: 1. Data reduction. Reducing data, namely summarizing, choosing the main things, focusing on important things and removing unnecessary things so that you have a clearer picture and make it easier for researchers to collect further data, 2. Presentation of data. Presentation of data can be done in the form of short descriptions or it can also be in narrative text to make it easier to understand what has been understood, 3. Conclusion and data verification. The initial conclusions put forward are still temporary and will change if no supporting evidence is found at the next data collection stage. Thus if the formulation of the problem set at the beginning can develop after the researcher is in the field. The data analysis is used by reducing the data then presenting the data then verifying the data then drawing conclusions.

RESULT AND DISCUSSION

RESULT

Teacher creativity is the teacher's effort to plan and carry out learning activities with various interesting things so that students become interested in participating in learning. The creativity of teachers in learning at the Padangsidempuan State Special School (SLB) varies, such as learning in the environment by showing objects around the school environment, learning from pictures, and learning according to the wishes and characteristics of each child. A teacher has a very important role in the learning process. Here the teacher must be able to understand and understand the conditions of his students especially in teaching children who have limitations. The teacher must also provide space for his students to provide feedback in the form of questions and answers on problems that are not yet known by students with the aim of developing their potential. The teacher is the key to success for students in understanding the subject matter, both material related to general and religious subjects. In learning Islamic Religious Education material, teachers should provide motivations, use appropriate learning strategies, and also provide affection to their students, especially students who have limitations or deficiencies.

In the learning process carried out at the Padangsidempuan State Special School (SLB) following the 2013 curriculum. So teachers who teach Islamic Religious Education lessons for mentally retarded children must also prepare material that refers to the 2013 curriculum. To start learning, the teacher usually greets and starts learning by reading a prayer. After that, repeating the material presented at the previous meeting and giving students the opportunity to ask questions about material they did not understand. In the teaching and learning process, the teacher gives an explanation of the learning objectives that must be achieved by students, then

the teacher explains the main material by repeating it. repeat. For example, in the Islamic Religious Education lesson on ablution material, before starting the lesson the teacher gives an explanation of the importance of ablution, and when we do ablution and why we have to do ablution. In this case the teacher cannot only give an explanation about ablution to mentally retarded children, so the teacher needs to demonstrate it because mentally retarded children tend to see and imitate what their teacher demonstrates, and also seen from the condition of mentally retarded children who have intellectual limitations.

Islamic Religious Education material that is taught at the Padangsidempuan State Special School (SLB) is taught 2 hours a week in which the lesson provided is how students take care of themselves without asking for help from friends and student responsibilities in carrying out worship. For example, students can wear clothes with their own shoes and read daily prayers and short letters as well as ablution and prayer. The material is conveyed in a way that is explained and the teacher shows pictures containing ablution sequences to students and then practiced directly by the teacher and students. One of the good criteria used in selecting media is support for the content of learning materials and the ease of obtaining them. If the appropriate media is not yet available, the teacher seeks to develop learning media to make it easier for students to capture and understand the content of the subject matter taught by the teacher. In the arrangement process, the principles must be considered, namely the principles of simplicity, integration, emphasis, and balance.

In the implementation of learning with media images can be used in learning all subject matter according to the schedule that has been designed including Islamic Religious Education (PAI) lessons which by preparing pictures before learning begins. However, students with special needs with mental retardation get bored easily with the delivery of learning material, because they have mental retardation which results in their thinking abilities being left behind and the understanding of mentally retarded children is still very limited and only imitating what is conveyed by the teacher. Before creativity is realized, a teacher must have a good understanding of the material he will teach and also have teaching skills that are adapted to the creativity of the teacher so that learning objectives are achieved. Teachers should also know how to motivate and communicate with students and have a commitment to teaching accompanied by concern for students, especially for children with mental retardation.

Mentally retarded children are children with below average intellectual abilities when compared to normal children, so mentally retarded children need to be educated and trained to adapt to their surroundings. So that they have skills and are skilled in carrying out daily activities, and worshipping Allah SWT. The method used in conveying Islamic Religious Education material is by interacting directly with mentally retarded children and using visual media or images and accompanied by delivering material by demonstrating it. Teachers also teach mentally retarded children to live independently and be able to do everything by themselves, without asking for help from others and so that they are not dependent on the people around them, as well as being able to communicate well with the people around them. Islamic Religious Education Materials that are taught to mentally retarded children are those related to daily life such as prayer. So that students are enthusiastic in the learning process because in delivering the material them.

Islamic Religious Education teacher uses direct practical learning methods so that mentally retarded students are directly involved in the learning process. The lack of learning media greatly influences the teaching and learning process. The teacher must be able to create learning media that attracts mentally retarded students so that it does not reduce the enthusiasm

of mentally retarded students in studying. Mentally retarded students are more eager to learn because the lessons given by Islamic Religious Education teachers are practiced directly and involve mentally retarded students one by one without exception and the existence of learning media that attracts mentally retarded students makes mentally retarded students enthusiastic about learning. Islamic Religious Education is not only given to children who have mental retardation only normal physical appearance, but also given to children with disabilities and special needs because every human being has the same rights before Allah SWT. Islam is a religion that is not only oriented to the world or the hereafter but to the balance between the two. Only with religion that teaches the maintenance of balance between the world and the hereafter.

In Islamic teachings every human being was created to worship Allah SWT. This obligation to worship is obligatory upon every human being who is in a conscious state, meaning that he is able to use his mind and heart to distinguish between good and bad. Likewise, mentally retarded students are required to worship Allah SWT. while in a conscious state and of course adapted to the development of mentally retarded students. Islamic religious education should be instilled from an early age because education in childhood is a determining basis for further.

DISCUSSION

This section will describe a literature review related to research and the framework that forms the basis for conducting research. Several things are information to be used as a reference in this study. Teacher Creativity; 1) Creativity is an experience in expressing individual identity in an integrated form between one's own relationship with others. Creativity is a person's ability to give birth to something new, both in the form of ideas and concrete works that are relatively different from what already exists. Furthermore, he added that creativity is a high-level thinking ability.(Kurniati, 2011); 2) Creativity is a process that demands balance and application of the three essential aspects of analytical, creative and practical intelligence. Several aspects that when used in a combinative and balanced manner will give birth to success intelligence. So, creativity can be interpreted as a process that is reflected in an individual person who gives birth to something new in an idea.(Riyanto, n.d.); 3) Teachers must be more creative in choosing appropriate strategies for students in order to achieve a learning goal. In a learning model there is a style that educators can create which refers to a creative teacher character who always wants to find new ideas in learning. The innovative learning model is one of the teacher's creativity; 4) The purpose of learning is expected to be able to shape the attitude and character of students in accordance with applicable norms and have a noble personality. This is in accordance with the objectives of Islamic Religious Education itself, which in the end is the formation of the character of students who have noble character.

Learning through this model of meaning provides direct experience to students to observe behavioral phenomena around them. The results of the observations are then explained again with previous experiences which are called habituation means; 1) Islamic Religious Education, Education is an effort that is carried out consciously, regularly and systematically by educators towards students so that these children can develop optimally and have the main personality. According to Ahmad D. Marimba, education is conscious guidance or leadership by the educator towards the physical and spiritual development of the educated towards the formation of the main personality; 2) Education is a conscious, regular and systematic effort in providing guidance/assistance to other people who are in the process of reaching maturity.(Asfiati, 2014). And also considering that is a lesson that requires a lot of memorization,

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this makes students less enthusiastic in class. addition, studentscreativity will also greatly assist the implementation process so that learning runs in an interesting(Sutrisno & Nasucha, 2022); 3) Islam as a revelation that provides guidance to humans regarding all aspects of life and their lives, can be likened to a straight and climbing highway (Ratnasari, 2022), giving opportunities for humans to go through it to reach their destination, the highest and noblest place. The highway is flat and wide, the left and right are fenced with the Koran and Hadith.(Ali, 2011); 4) Islamic Religious Education has the goal of increasing students' faith, understanding, appreciation and practice of Islam so that they become human beings who believe and fear Allah SWT (Fasya et al., 2023).

Islamic Religious Education also forms human beings who have noble character in personal, community, nation and state life. With regard to the above objectives, the objectives of Islamic Religious Education must refer to the inculcation of Islamic religious values and not conflict with social ethics; 1) Mental retardation, Mental retardation is a term used to refer to children with special needs with below average intellectual abilities and are characterized by limited intelligence and inability to interact socially (Bloom & Reenen, 2013). In language mentally retarded consists of two words, namely tuna which means loss and grahita which means mind. Meanwhile, mentally retarded can be understood as a form of substantial limitation in self-functioning. Mental retardation usually has learning problems caused by barriers to the development of intelligence, mental, emotional, social, and physical.(Delphie, 2006). 2) In the Big Indonesian Dictionary (KBBI) mental retardation means a disabled mind, weak comprehension, idiot. According to the Republic of Indonesia government regulation number 72 of 1991 as quoted by Afin Murtie said that children with special needs who experience mental retardation are referred to as mentally retarded (Approach, 2016). Mentally retarded are children who have a level of intelligence far below children with a normal level of intelligence so they need special education services.

Another term that is also used to refer to mentally retarded children is mental retardation, in which mental retardation is also interpreted as a state of halted or incomplete mental development, which is mainly characterized by low skills during the developmental period so that it affects the level of intelligence as a whole such as motor, cognitive abilities. , language, and society; 1) Factors causing mentally retarded children, Examine the causes of mental retardation in children according to the period of time, namely brought from birth (endogenous factors) and external factors (exogenous factors) (Invest et al., 2021). According to Kirk, as quoted by Mohammad Efendi, mental retardation is due to endogenous factors, namely psychological imperfections in transferring genes, while exogenous factors are factors that occur as a result of pathological changes from normal development; 2) The causes of mental retardation are based on the growth and development side caused by abnormalities or defects that arise in plasma seeds, egg fertilization, implantation, arising in the embryo, birth injuries, arising in the fetus, and arising in infancy and childhood(Pradana & Widiyahseno, 2022); 3) The characteristics of mentally retarded children, There are several ways to identify children with intellectual disabilities, one of which is by taking the child to an expert in charge to get an accurate diagnosis. However, there are several ways parents can use as early detectors to stay alert and worry about their child's condition. Following are some of the characteristics of children with intellectual disabilities that parents must pay attention to:At the age of 2 months, lack of fixation. At the age of 4 months, the lack of the eye's ability to follow the motion of objects. At the age of 6 months, has not responded or searched for sound sources. At the age of 9 months, he hasn't babbled like

his mother's name, papa. At the age of 12 months, not a single meaningful word. At 18 months old, unable to point to body parts. At 24 months old, no meaningful words yet. At the age of 36 months, has not been able to string together 3 words.(Dkk, 2019); 4) Classification of mentally retarded children, The classification of mentally retarded children is generally based on their level of intelligence which consists of:(Soemantri, 2006).

CONCLUSION

Based on the results of research on the creativity of Islamic Religious Education teachers in fostering the psychomotor domain of mentally retarded students at the Padangsidempuan State Special School (SLB) Padangsidempuan Special Special School (SLB), namely by preparing and mastering the psychomotor domain materials to be taught, presenting visual media or images, directly practicing the material to be taught, for example prayers, and holding routine religious activities at schools such as Duha prayers and reciting short letters every Friday morning. The inhibiting factors of Islamic Religious Education teachers in fostering the psychomotor domain of Padangsidempuan State Special School Special School (SLB) students are the indiscipline of students in entering class and taking lessons, as well as inadequate learning media, lack of government attention to the development of mentally retarded students or students with other special needs.

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