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Efforts to Improve the Ability to Read Al-Qur'an Letters for Mild Mentally Disabled Children Through the bil Hikmah Method

Lidra Agustina Tanjung^{1✉}, Amiruddin Siahaan², Aidil Ridwan Daulay³, Fiki Robi Handoko Harahap⁴, Maharani Sartika⁵, Muhammad Hafiz⁶, Sabila Akbar⁷, Vera Yunita Siregar⁸, Muhammad Azhar⁹

^{1,2,3,4,5,6,7,8,9} Universitas Islam Negeri Sumatera Utara Medan, Indonesia

lidra.agustinatanjung@uinsu.ac.id, amiruddinsiahaan@uinsu.ac.id, airiddaulay11@gmail.com, fikirobi96@gmail.com, maharanisartika85@gmail.com, hafizmuhammad1212@gmail.com, sabilrumi4@gmail.com, verasiregar02@gmail.com, muhammad.azhar0224@gmail.com

Abstrak

Al-Qur'an merupakan literasi primer bagi Muslim, termasuk anak usia dasar. Begitupun, bagi anak tunagrahita kemampuan membaca al-Qur'an masih menyisakan problem tersendiri. Penelitian ini bertujuan untuk mendeskripsikan upaya meningkatkan kemampuan membaca huruf al-Qur'an bagi anak tunagrahita ringan melalui metode *bil hikmah*. Latar penelitian ini bertempat di Kelas VII C SLB Negeri Batubara, di mana kelas ini terdapat tiga orang anak tunagrahita ringan yang berinisial MRF, ZM dan K dengan karakteristik yang berbeda. Penelitian akan dilakukan dengan metode penelitian tindakan kelas. Penelitian ini dilakukan dengan cara berkolaborasi dengan guru. Penelitian ini dilakukan sebanyak 2 siklus. Setiap siklus dimulai dari tahap perencanaan, pelaksanaan tindakan, observasi dan refleksi. Hasil penelitian dideskripsikan dalam bentuk narasi dan grafik dari proses hingga hasil peningkatan pada siklus II. Pada siklus pertama anak memperoleh hasil MRF dan ZM 65% dan K 60% serta hasil pada siklus kedua MRF, ZM dan K 85%. Hal tersebut menunjukkan bahwa metode *bil Hikmah* efektif digunakan untuk meningkatkan kemampuan membaca huruf Al-Quran bagi anak tunagrahita ringan.

Kata Kunci: Anak Berkebutuhan Khusus, Membaca Al-Qur'an, Metode bil Hikmah.

Abstract

Al-Qur'an is primary literacy for Muslims, including elementary age children. Likewise, for mentally retarded children the ability to read the Koran still leaves its own problems. This study aims to describe efforts to improve the ability to read the letters of the Qur'an for children with mild mental retardation through the *bil hikmah* method. The setting of this research was in Class VII C of the Batubara State SLB, where in this class there were three mild mentally retarded children with the initials MRF, ZM and K with different characteristics. The research will be conducted using classroom action research methods. This research was conducted in collaboration with teachers. This research was conducted in 2 cycles. Each cycle starts from the stages of planning, implementing actions, observing and reflecting. The results of the research are described in narrative and graphical form from the process to the improvement results in cycle II. In the first cycle the children obtained MRF and ZM results of 65% and K 60% and the results in the second cycle of MRF, ZM and K were 85%. This shows that the *bil Hikmah* method is effectively used to improve the ability to read Al-Quran letters for children with mild mental retardation.

Keywords: Children with Special Needs, Reading the Qur'an, Method bil Hikmah.

PRELIMINARY

Education is a very important pillar in the development of all aspects of human potential, both regarding aspects of knowledge, attitudes, skills, and social aspects. That way education is very important for all human beings without exception for children with special needs such as blind, deaf, mentally impaired, disabled, autistic, children with learning difficulties, and also children with multiple disabilities and others. As human beings, they have the same right to develop the various potentials they still have in order to be able to live properly and be able to exist as human beings in general. One of the children with special needs is a child with mental retardation. Children with special needs who receive the most attention from teachers include children with mild mental retardation or mental retardation (Yanni, *et.al.*, 2020).

Children with special needs in the mentally retarded category are individuals who are entitled to opportunities like elementary age children who attend school in general. Equal opportunities will make the Indonesian nation have true human beings in the future with tolerant, intellectual and inclusive characters. Furthermore, this matter is a good capital for the development and progress of the Indonesian nation. Mild mentally retarded children now get the same opportunities in schools with various levels or grades. In addition, they are also given the opportunity to perform with their valuable potential (Witasari, 2021; Assingkiy, *et.al.*, 2019).

Furthermore, the Indonesian generation with mental retardation must also be brought closer to the various literacy that exists today. Starting from digital literacy, numerical literacy, language or linguistic literacy, reading literacy, to especially primary literacy in the form of the Koran and Sunnah (hadith of the Prophet Muhammad). The needs of mentally retarded children for Al-Qur'an literacy are taught in schools through the subject of Al-Qur'an Hadith or Islamic religious education. Of course, teaching this material helps children to be able to develop according to their age, from the aspect of children's moral and religious development (Nasution & Sopandi, 2022; Lubis, *et.al.*, 2020).

Through Islamic religious education subjects in special schools (SLB), children will be prepared to have knowledge and insight into the basic concepts of Islamic religious knowledge which includes understanding the Qur'an, how to read the Qur'an properly and correctly, in accordance with the guidance, and have good skills and attitudes in order to become human beings who have morals and can apply faith in God Almighty in everyday life. Providing education through the realm of Islamic religious knowledge to children with mild mental retardation must also be adjusted to their intelligence. If normal or regular children are able to absorb knowledge and understand and carry out all the religious learning given, such as reading the Qur'an with the lecture method to the Koran taught by Islamic religious teachers and also by their parents, of course it is different from other children. - Mild mentally retarded children who experience obstacles in learning that must be given various methods to be able to achieve their goals (Ulfah, *et.al.*, 2019).

Based on a preliminary study at the Batubara State SLB in class VII/C, the author observed and conducted interviews with a class teacher who was appointed to teach Islamic Religious Education and Behavior at the Batubara State SLB school, the authors found problems that occurred in class in the implementation of Religious Education learning Islam and Morals. The problem that the author found was teacher anxiety about learning that did not increase, so the teacher collaborated with the writer to find solutions to learning problems in class VII C.

In fact, relevant research on the ability to read the Koran for mentally retarded children has been studied from various scientific disciplines. These include discussing the design aspects of Iqro books specifically for mildly mentally retarded children (Karimah, 2020), the ability to read short verses (the Koran) for mildly mentally retarded children in SLB (Oktavia, 2014), the ability to read the Koran for children with mental retardation (Nisa, 2016), the application of audio-visual media to help mildly mentally retarded children (Prakoso & Abidin, 2019), the habit of reading the Koran for mentally retarded children (Rohmatika, 2022), the role of the teacher in helping improve the reading ability of mildly mentally retarded children (Indriawati, 2021), the drill method in helping mildly mentally retarded children (Aini, 2019), the ability to read hijaiyah letters in mildly mentally retarded children (Hidayati & Sopandi, 2013), ABA therapy for mildly mentally retarded children (Hardysta, 2021), the application of learning media for assisting the reading process of mild mentally retarded children (Anggraeni & Hastuti, 2022), and improving reading skills for mentally retarded children (Suharti, 2022).

After the writer made observations in class, a clear difference was seen, in which the writer found the teacher taught using non-variable methods so that mildly mentally retarded students were lazy to study. From that, the authors provide solutions for teachers to collaborate to improve the ability to read Al-Quran letters through the Bil Hikmah method for mild mentally retarded children. The Bil Hikmah method itself is a combination of the Baghdadiyah method and the Syautiyah method. The Bil Hikmah method provides a more complete and flexible learning implementation equipped with various examples that are easily understood by

mildly mentally retarded children so that mildly mentally retarded children are familiar and happy with the material being taught.

METHOD

This study uses a type of classroom action research, with a research background in Batubara State SLB. The actions to be carried out are in the form of 2 cycles, where each cycle consists of the stages of planning, implementing, observing and reflecting. At the planning stage, the researcher attempted to conceptualize the actions before and after using the bil wisdom method. After that, the researcher carried out the action according to the previous planning stage. Then, the researchers observed the differences that occurred and their impact on students (especially the category of mild mentally retarded children in Class VII C SLB Negeri Batubara). The final stage is the reflection that the researcher did ahead of the second cycle. This is sought as a step to improve the ability to read the Koran for children with mild mental retardation through classroom action research (Assingkily, 2021).

10

RESULTS AND DISCUSSION

This classroom action research was carried out in class VII C SLB Negeri Batubara, Jalan Lintas Utara Km. 108, Suk Raja Village, Kec. White Water, Kab. Coal of North Sumatra Province, which consists of three mild mentally retarded children with the initials MRF, K and ZM. This research was conducted in two cycles regarding the process carried out to improve the ability to read Al-Quran letters through the Bil Hikmah method in children with mild mental retardation. The author acts as a class teacher collaborator and acts as an observer.

The problem behind the implementation of this research is that in one class there are mild mentally retarded children who experience obstacles in intelligence (IQ) so that it makes mild mentally retarded children have difficulty learning, especially in reading the letters of the Koran in Surah Al-Quraisy verses 1 to 4 together and recite the individual verses. Previously mild mentally retarded children had been taught the same material above by their class teachers, only in the form of giving assignments and never reading together so that these children had difficulty understanding learning and tended to be less enthusiastic about learning. The teacher also does not carry out learning steps that can increase the learning interest of mild mentally retarded children, the Bil Hikmah method has never been used because the teacher does not know this method (Sormin & Kumalasari, 2019). This happens because of the lack of knowledge of the class teacher regarding this method to be applied to religious lessons, especially reading the letters of the Koran.

The results of the data that the authors obtained from interviews with class teachers who were in class VII C concluded that mildly mentally retarded children did not meet the minimum standards of completeness criteria set at the Batubara State SLB, Jalan Lintas North Sumatra Km. 108, Suk Raja Village, Kec. White Water, Kab. The coal of North Sumatra Province is 70. In the learning process the teacher teaches Al-Quran material in Surah Al-Quraisy verses 1 to 4. Mild mentally retarded children listen and pay attention to the teacher how to read both together and alone. When teaching the steps in these learning activities, the teacher has not properly taught the method used by the teacher so there is a need for collaborative methods so that children with mild mental retardation can easily understand the lessons being taught.

To overcome these problems, the author tries to solve the problem by trying to apply the Bil Hikmah method, a learning approach that can involve children actively in learning. with what the teacher teaches (Ummah, 2020). This research was carried out in collaboration with class teachers, the writer served as an observer and the class teacher served as executor. The research was conducted in two cycles, each cycle consisting of planning, action, observation and reflection. The process of running this research was carried out in two cycles, in which the first cycle of learning activities was carried out by the teacher and children in four meetings. After that the writer and collaborators or teacher evaluate the learning that has been implemented from the first cycle. After that, the second cycle was carried out, where the activities were almost the same as the first cycle, namely four learning meetings were held.

Cycle I

Cycle I was held in four meetings starting from October 10 2022 to October 31 2022 with 2 x 35 minutes for each meeting. In order to make it clearer the steps of the activities that the author has carried out in improving the ability to read the Al-Quran Surah Al-Quraisy verses 1 to 4, namely, in the cycle I workflow, the elaboration of the implementation of this first cycle is as follows:

Plan I (Planning Cycle I)

The process carried out by the writer in the early stages was by collecting data by observing and asking questions together with collaborators or teachers who discussed the research. Furthermore, the authors together with collaborators or teachers make a lesson plan and make preparatory steps for learning what will be carried out for mild mentally retarded children related to improving the ability to read Al-Quran letters.

At this stage of the cycle, the author with the collaborator or teacher designed an action to improve children's ability to read the Koran through the Bil Hikmah method for mild mentally retarded children. The planning in this stage is: (a) Making an implementation plan for lesson plans for lesson plans (Teaching Modules); (b) Create an observation format to see conditions when learning takes place; and (c) Create an assessment format. After carrying out the learning the writer will evaluate the results of the learning process that has been carried out by the children and hold discussions with collaborators or teachers.

Action I (Cycle Action I)

The actions in this cycle were carried out in four face-to-face meetings and the time used was 2 x 35 minutes. At each meeting, the author together with the collaborators or the teacher carried out actions and observations on the results of the Bil Hikmah method in improving the ability to read the letters of the Koran in children. Furthermore, the authors make improvements to the implementation of learning activities.

Observation I (Observation Cycle I)

Observations were made by the author, teacher and also the child. Observation when learning is in progress. The author has made observations on the teacher when teaching Al-Quran reading material to children in cycle I which was carried out in four meetings. From the field note sheets filled in by the author from the teacher and child aspects, it can be seen as follows: (1) The teacher's activities in teaching Al-Quran reading to mild mentally retarded children through the Bil Hikmah method in cycle I were obtained from the author's observations on aspects of teacher activity in general can run well in accordance with the plans that have been set and; (2) Children's activities that have been carried out to improve the ability to read Al-Quran letters for mild mentally retarded children through the Bil Hikmah method, obtained from the author's observations on aspects of children's activities in general can run well according to the plans that have been prepared.

Reflection I (Reflection Cycle I)

The implementation of cycle I was carried out with four meetings which were continuously observed related to children's ability to read Al-Quran letters in reading surah Al-Quraisy verses 1 to 4 using the Bil Hikmah method. The results of observations through learning activities and actions in the form of action tests and observations of activities carried out on children can be concluded that in general children have not been able to read Al-Quran letters well together or independently, children still need guidance from the teacher in carrying out these learning activities .

Cycle II

The second cycle was carried out from Monday, November 7 2022 to November 28 2022 which was carried out with four face-to-face meetings and carried out an evaluation at the last meeting in the second cycle. In the second cycle the time used is the same as the first cycle, namely 2 x 35 minutes. Following are the implementation activities in the second cycle:

Plan II (Planning Cycle II)

The second cycle planning is based on the results of the first cycle actions that have been carried out previously. The results of the first cycle show that there has been a significant increase in improving children's ability to read Al-Quran letters through the Bil Hikmah method. Therefore, in this second cycle the writer will observe the same material as the previous material taught by the teacher. In the second cycle, several improvements were made to get maximum results from the first cycle.

As for some of the improvements made as follows: *first*, the author will more often provide guidance on the steps of using the Bil Hikmah method in learning to read Al-Quran letters in surah Al-Quraisy verses 1 to 4, in order to get maximum results. *Second*, before starting the lesson the author observes the teacher who will condition the children first, this is done so that the children are more enthusiastic about learning and reduce distractions that will hinder the learning process such as children from other classes who will interfere with concentration.

Third, the teacher invites the child to read the surah together and on their own with the aim of strengthening the child's memory regarding the material being studied, after that the teacher also invites the child to write several letters of the Koran into Latin Indonesian. This is done so that the child understands better and the child will be more skilled in reciting the verse to get maximum results. Fourth, the teacher gives praise to the child who successfully recites the verse and motivates the child to continue to be enthusiastic in carrying out the learning process.

Action II (Cycle Action II)

Activities in the second cycle were carried out in four meetings and at the end of each meeting an evaluation was carried out. In each activity the author makes observations related to the effect of the Bil Hikmah method on increasing the ability to read Al-Quran letters for mild mentally retarded children. After that, the authors collaborated with the teacher to design a plan related to efforts to improve the implementation of learning activities for mild mentally retarded children.

Observation II (Observation Cycle II)

Observations made by the author and the teacher in cycle II have improved much better than cycle I. Observations when learning is taking place. The author has made observations on the teacher when teaching Al-Quran reading to children in cycle II which was carried out in four meetings.

From the field note sheets filled in by the author from the teacher and child aspects, it can be seen as follows: (a) The teacher's activities in improving the ability to read the letters of the Koran in mild mentally retarded children through the Bil Hikmah method in cycle II were obtained from the author's observations on the activity aspect. teachers in general can run well in accordance with a predetermined plan, and; (b) The results of observations that have been made to improve the ability to read Al-Quran letters for mild mentally retarded children through the Bil Hikmah method, obtained from the author's observations on aspects of children's activities in general can run well according to the plans that have been planned.

Reflection II (Reflection Cycle II)

Reflection on the second cycle is carried out by analyzing the data that has been obtained from cycle II. Data in cycle II is linked to data in the previous cycle to get a comparison of how much the ability to read Al-Quran letters for mild mentally retarded children increases through the Bil Hikmah method. The authors and collaborators concluded that the use of the Bil Hikmah method could improve the ability to read Al-Quran letters for mildly mentally retarded children in class VII C at SLB Negeri Batubara, Jalan Lintas North Sumatra Km. 108, Suk Raja Village, Kec. White Water, Kab. Coal of North Sumatra Province. So from the results obtained the action was stopped until cycle II.

Results of the Application of the Bil Hikmah Method

From the learning outcomes that the author observed in cycle I after using the Bil Hikmah method there was an increase even though they did not get maximum results, children with the initials MRF and ZM scored 30% at the first meeting, 40% at the second meeting, 55% at the third meeting and at fourth meeting 65%. Furthermore, K's child scored 20% at the first meeting, at the second meeting 40%, at the third meeting 50% and at the fourth meeting 60%.

In the second cycle that the authors observed, there was a very significant increase, MRF and ZM children at the first meeting in cycle II obtained 70%, at the second meeting obtained a value of 75%, at the third meeting obtained a value of 80% and at the fourth meeting obtained a value of 85%. Furthermore, child K at the first meeting got a score of 65%, at the second meeting got 70%, at the third meeting got a score of 75%. At the fourth meeting, the score was 85%. From the results obtained by the three children, it can be seen that the value of the children experienced a significant increase.

CONCLUSION

Based on the results of data analysis that had been carried out at the Batubara State SLB, the research was conducted in eight face-to-face meetings, which were divided into two cycles. In the first cycle, there were four meetings and in the second cycle, there were four meetings. From the results of the study it can be concluded that the Bil Hikmah method can improve the ability to read the letters of the Koran for children with mild mental retardation class VII C SLB Negeri Batubara. The results of this study can be seen from the increase in the ability of mild mentally retarded children at each meeting during learning. The results obtained by the children with the initials MRF and ZM at the first meeting in the first cycle were 30%, while K obtained 20%. At the end of the first cycle at the fourth meeting the children's ability to read Al-Quran letters experienced a good increase, namely with the total percentage of MRF and ZM getting 65% and K getting 60%.

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