

The Study of Audio-Visual Media used for Intellectual Disability Students in Islamic Religious Learning

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Abstract

This study aimed to describe the kinds of audio-visual media that used for intellectual disability students in Islamic religious learning in SLB Negeri Sukoharjo. This study uses qualitative research methods with a research focus that (1) the audio-visual media available in SLB Negeri Sukoharjo, (2) the audio-visual media used in teaching Islamic religious learning for intellectual disability students, (3) the ability of teachers to create and operate the audio-visual media, and (4) response of intellectual disability students after participating in learning by using audio-visual media. The Informants in this study was the principal, Islamic religious teachers, and intellectual disability students. Data were collected through interviews and observation techniques. Data were analyzed through data collection, data reduction, data display, and conclusion. The result showed that (1) There are some audio-visual media that provided in SLB Negeri Sukoharjo such as instructional television, instructional video, computer or notebook, and LCD projector as a tool for displaying media that are audio-visual learning, (2) During the learning process of Islamic religious, it is still conventional and teachers rarely use audio-visual media as supporting learning activities, (3) teacher's ability to operate media audio-visual learning is already pretty good, but to create audio-visual instructional media is still not done so, and (4) student response when participating in learning activities using audio-visual media is very good, they are very interested and very concerned about what they see and hear.

Keywords: *audio-visual media, intellectual disability students, Islamic religious learning*

I. INTRODUCTION

Intellectual disabilities is a generalized neuro developmental disorder characterized by significantly impaired intellectual and adaptive functioning. It is defined by an IQ score under 70 in addition to deficits in two or more adaptive behaviors that affect every day

in general living (Wikipedia). Someone detected to intellectual disabilities if he or she has a level of intelligence that is below average which is below the 70 level, which starts at 69 down (on a Weschler's scale). According to AAIDD, intellectual disability is a disability characterized by significant limitations both in intellectual functioning (reasoning, learning, problem-solving) and in adaptive behavior, it covers a range of everyday social and practical skills. Intellectual disability consists of certain intellectual deficits and challenges handling aspects of daily life like school, work, home, social life, health, among other things. A person is considered to have intellectual disability if she or he has both impairments of cognitive and social functioning and these have been present since before the age of 18 years. Commonly accepted definition relies on an IQ measurement of 2 standard deviations below the population mean (IQ 69 or less). This has to be accompanied by substantial limitations in present functioning and adaptive skills such as self-care and social skills. In addition, Foreman (2009:4) also define intellectual disability is when someone's ability to learn, to remember, to understand, and to solve the problem is significantly impaired compare with that of other people in their community. Many terms used to mention the term of intellectual disability, that mental retardation, feeble-minded, mentally retarded, idiot, imbecile, moron, oligophrenia, educable, trainable, mental deficit, cognitive deficit, and so on. At one time, intellectual disability was called "mental retardation," but that term is not used as much anymore because it hurts people's feelings.

In everyday life, intellectual disability student has rights and responsibilities which are almost the same as another normal child, well as asocial creature or as God's creatures. Essentially, worship the god is the nature of every human being, both were born with normal and with limitations, including those who have an intellectual disability. Religion has a very important role in human life. Religion becomes the foundation or guides in an effort to realize a meaningful life, peace,

and dignity. Religion plays an important role in human life that realized through education both within the family, school, and community. Therefore, the provision of religious knowledge for a student with an intellectual disability is something that must be given to them. Fortunately, this has been realized through the teaching of religious learning in special schools. Religion learning that taught to intellectual disability students is adjusted to the belief owned by them, one of which is the Islamic religious learning for Islamic religious students.

Islamic religious learning in the school environment aims to form students become creatures that faith and fear in Allah, morality, and increasing spiritual potential. The role of Islamic religious learning in schools that intended to improve the moral and spiritual potential which includes the introduction, comprehension, cultivation of religious values in the life of an individual or society.

Islamic religious learning in special schools emphasizes on balance, harmony, and conformity between a human relationship with Allah, human relationships with his fellow humans, human relationships with himself, and human relationship with the natural surroundings. Learning materials of Islamic religious taught in a special school are about Al-Qur'an, faith, morals, fiqh, and Islam history. All of these materials can be taught using a variety of instructional media.

In the world of education, instructional media interpreted as the tools and materials that can be used as an intermediary and able to create conditions that enable learners to receive knowledge and attitudes. Latuheru (Arsyad, 2014: 3) says media are all forms of intermediaries used by humans to communicate or spread ideas or opinions so that ideas or opinions expressed can be up to the intended recipient. Musfiqon (2012: 28) describes the instructional media is an invaluable tool both physical and non-physical that is deliberately used as an intermediary between teachers and students in understanding the learning material to be more effective and efficient. So that the learning material can be received by students with intact and attract students to learn more.

Instructional media are groups into three types that are visual media, audio media, and audio-visual media (Hamdani, 2011: 248). Visual media is a media that can only be seen only by using the senses of sight, for example is still or moving images displayed using a projection so that the image or text appears on the screen. Audio media is a media that containing a message in the form of auditory (only audible) to

stimulate the mind, feelings, concerns, and the ability of students to study learning material, for example is the cassette sound program and radio program. And audio-visual media is a combination of audio and visual media. For example is a television program or instructional video and slide sound programs (sound slide).

The use of appropriate instructional media provides benefits to educators or learners. In general, the benefits of instructional media is to facilitate interaction between teachers and students so that learning activities become more effective and efficient. As a learning tool, instructional media contribute to the achievement of optimal learning results.

The use of instructional media must be adapted to the expected learning goals because no one media that is suitable for all learning objectives. Therefore, teachers should know various types of media with its advantages or disadvantages.

Therefore the focus of research in this study is to know the audio-visual media available in SLB Negeri Sukoharjo, the audio-visual media used in teaching Islamic religious learning for intellectual disability students, the ability of teachers to create and operate the audio-visual media, and response of intellectual disability students after participating in learning by using audio-visual media.

II. METHOD

This research was conducted in SLB Negeri Sukoharjo, Central Java, Indonesia. The research method used is qualitative research, which is a way that more emphasis on the in-depth understanding of the problem. According to Sugiyono (2010: 15) Qualitative research method is a method of research that is based on the philosophy of positivism, used to examine the condition of natural objects, (as an opponent is an experiment) where researchers are a key instrument, sampling of data sources is purposive and snowball, collection techniques by triangulation, data analysis is inductive/ qualitative, and qualitative research results more pressing significance of the generalization. Sukmadinata (2011: 73) also explain a qualitative research is aimed to describe and illustrate the phenomena that existing in both natural and human engineering, which is more concerned about the characteristics, quality, and relation between activities.

Type of research in this study is case studies with research focus that the audio-visual media available in SLB Negeri Sukoharjo, the audio-visual media used in teaching Islamic religious learning for intellectual disability students, the ability of teachers to

create and operate the audio-visual media, and response of intellectual disability students after participating in learning by using audio-visual media. The Informants or subjects in this research were the principle, Islamic religious teachers, and intellectual disability students in SLB Negeri Sukoharjo Central Java Indonesia.

Data were collected through interviews with informants and observation techniques. Interviews were conducted in-depth with form semi-structured interviews, which is the implementation of the interviews using open questions with a predetermined theme, flexible, referring to the interview guide aiming to find problems more explicitly and understand the phenomenon. Whereas the observations made by researchers when learning activities is in progress.

The data is analyzed by using the interactive model of data analysis techniques by Miles & Huberman (Herdiandyah. 2010: 164), which consists of four stages, are: 1) data collection, 2) data reduction, 3) data display, and 4) conclusion.

III. RESULT AND DISCUSSION

A. Result

Based on observation and interview with informants, results of research in this study are:

1) *The Audio-Visual Media Available in SLB Negeri Sukoharjo*

There are some audio-visual media that available in SLB Negeri Sukoharjo Central Java Indonesia such as instructional television, instructional video, computer or notebook, and LCD projector as a tool for displaying media that are audio-visual learning. All of the equipment is a school facility. Currently, the number of available television is 1 pieces and is in a special room. Instructional videos available there are several types but not so much and do not include all of the materials or themes of learning. The total notebook is equal to the number of teachers who teach in special schools, while the number of computers there are 3 pieces and placed in a special room (computer lab), and for LCD projectors there is 1 piece that if teachers want to use it they have to make a schedule and turns. Basically, all of the audio-visual media is very useful to support learning activities, especially to teach Islamic religious learning.

2) *The Audio-Visual Media used in Teaching Islamic Religious Learning for Intellectual Disability Students*

However, during the learning process of Islamic religious, it is still conventional and teachers rarely use audio-visual media as supporting learning

activities. According to an interview with the Islamic religion teacher, these circumstances caused by several things such as an inadequate number of facilities provided. For example, instructional television which amounted to only 1 piece, so teachers must take turns if they want to use it, and sometimes there is a class that did not get a chance to use it because it has been used by other classes. Another example is when a teacher wants to teach a specific theme using instructional video, evidently, schools do not have a reference video about the theme. The other thing is when the teacher wants to show the material of learning by using an LCD projector, the teacher must take it from the special room and put it in a class, it is certainly not very practical, take a long time and inefficient. Due to some of this thing that finally make teachers reluctant to teach by utilizing audio-visual media to teach students when teaching intellectual disability students about Islamic religious learning.

3) *The Ability of Teachers to Create and Operate the Audio-Visual Media*

Teacher's ability to operate media audio-visual learning is already pretty good, but to create audio-visual instructional media is still not done so. This is due to the lack of teacher's ability to use instructional video maker application. All this time they are more likely as passive users which just use what already exists in the school. They still have not taken the initiative to create audio-visual media which was correctly in accordance with the characteristics of the students. Lack of training on the introduction of applications for creating audio-visual media and how to create media through the application becomes the main cause of inaction by the teacher to use audio-visual media when teaching Islamic religion learning.

4) *Response of Intellectual Disability Students After Participating in Learning by using Audio-Visual Media*

Student's response when participating in learning activities using audio-visual media is very good, they are very interested and very concerned about what they see and hear. It is known when researchers directly interviewed students and inquired about their responses when studying with using the help of audio-visual media. Students said they preferred when the teacher presenting the material with the help of media. Also according to the teacher, when the students asked what they learn about the subject matter that has been submitted they will be more enthusiasm answer the teacher's question than when questioned after following the conventional learning. This shows that use a variety of instructional media one of which is the audio-visual media can increase student interest and could help convey learning materials properly.

B. Discussion

Intellectual disability refers to significantly sub average general intellectual functioning resulting in or associated with concurrent impairments in adaptive behavior and manifested during the developmental period (AAMD). Soemantri describes intellectual disability is a condition in which the development of intelligence experience obstacles that do not achieve optimal developmental stage (2006: 105).

Due to the condition of intellectual and behavioral adaptations are disturbed in a student with an intellectual disability, it affects the learning activities at schools such as difficulty understanding new information, difficulties with communication and social skills, slow cognitive processing time, difficulty in the sequential processing of information, and difficulties comprehending abstract concepts (ADCET). SEG (2013) also added some educational challenges that must be overcome in teaching intellectual disability student are trouble understanding new concepts, inappropriate behavior, limited vocabulary, difficulty accomplishing complex tasks.

All these problems could affect the achievement of learning objectives which has been determined, one of which is the subject of Islam. Islamic religious learning is a means students in recognizing God as the creator and devote themselves as creatures of God. Through Islamic religious learning, students are taught how to behave as a God's creatures, interact with others God's creatures, and keeping the surrounding environment well in accordance with religious norms that have been established. In teaching Islamic religious learning to intellectual students teachers use multiple models and learning strategies. In addition, the use of learning media can also be used to support successful learning. Media that used to be a visual media or audio media or audio-visual media. Based on the characteristics of students with intellectual disability and barriers that often appear in the learning process, use audio-visual media can be an option for the teachers. Because of the use of audio-visual media can maximize the use of senses such as the sense of hearing, sight, and kinesthetic. Through seeing and hearing at the same time it can maximize the delivery of information from teachers to students, otherwise, it could encourage students to be more active and not bored when participating in learning activities.

Based on research results known that in SLB Negeri Sukoharjo there are several audio-visual media provided by the school such as instructional television, instructional video, computer or notebook, and LCD

projector as a tool for displaying media that are audio-visual learning. However, during the learning process of Islamic religious, it is still conventional and teachers rarely use audio-visual media as supporting learning activities. This is due to the few number of audio-visual media and not all classes have it so if teachers want to use it they should use it interchangeably. This led to the use of inefficient instructional time. Therefore, when using media in learning activities, teachers often use visual media such as quite images, textbook learning, 2D drawings, and some other visual media than the audio media and audio-visual media. In addition, teachers also have not taken the initiative to create an audio-visual media relating to the material to be studied. They tend to be more passive in creating or making audio-visual media. So, if the audio-visual media with regard to the learning material is not available they prefer to use visual media only or even not using the media.

Basically, the use of audio-visual media for students with an intellectual disability which has the characteristics of easy to forget and quickly bored could be an alternative to increasing student motivation to follow the learning activities. In addition by maximizing the sense of sight and hearing students through audio-visual media can make them more interactive and active to participate in the learning process so that the material learned can be understood students well. This can be known when intellectual disability students learn about the journey of the prophet Muhammad SAW in the event of Isra 'Mi'raj through audio-visual media. When learning is ongoing, intellectual disability students more enthusiastic and attentive in learning materials carefully, and after watching the video the students can answer a teacher's question when the reconfirmation process of learning activities. This indicates that audio-visual media can be used as an alternative in achieving the goal of learning.

Generally, use of instructional media such as visual media, audio media or audio-visual media could be an option for Islamic religious teachers in teaching Islamic religious learning. But its use should also be adapted to the learning material and learning situations. When teaching a student with an intellectual disability, using a variety of learning media and maximize the use of the senses of the students can be done to make students more easily to understand the lesson and the learning process can be optimized.

IV. CONCLUSION AND SUGGESTION

Islamic religious learning for intellectual disability students very important to be given as a provision for them as creatures of God. Islamic religious learning materials that given in SLB Negeri Sukoharjo

Central Java Indonesia comprise Al-Qur'an, faith, morals, fiqh, and history of Islam. To support the success of Islamic religious learning, schools provide some audio-visual media such as instructional television, instructional video, computer or notebook, and LCD projector as a tool for displaying media that are audio-visual learning. But the facts in the field shown that the teachers still do not utilize it properly. Basically, the teachers have been quite able to operate some of the audio-visual media, but when teaching, teachers are still rarely using a variety of media and learning is still a conventional impressed. Audio-visual media is only used when there is an event or a particular theme such as the birthday of Prophet Muhammad, Eid al-Adha, Isra' Mi'raj, halal bi halal, and so forth. Actually, during the learning activities using audio-visual media the students are very interested and give more attention to, and when reconfirmed what they have learned they can convey the essence of learning well.

[14] Wikipedia. (tth). Obtained on 10 January 2017, from https://en.wikipedia.org/wiki/Intellectual_disability

In other that, teachers should more often use audio-visual media when teaching Islamic religious learning materials, but the use must be adapted to the material or theme of learning. In addition, teachers also should be more creative in creating instructional media so that schools have varying reference media.

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