

# THE IMPLEMENTATION OF A PROBLEM BASED LEARNING IN IMPROVING ADAPTIVE COMPETENCE ON THE SUBJECT OF EDUCATION FOR SPECIAL NEED STUDENTS AT ISLAMIC UNIVERSITY INDONESIA

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**Abstract:** It is urgently important obligation to support students to have the ability (theory and skill) to resolve the problem that appears in the journey his devotion as teachers or other education field. In between the subjects had the nature so is the education of children outside of the regular or children with special need. Children with special need have the same rights in education with other children. This requires the need for prospective teachers to improve their knowledge and understanding of the children special need so that children are able to identify students with special needs and apply it on the regular education. This research aims to find the best way to accelerate teaching skills of micro-teaching students Using Active Learning Strategies. The research uses Class Action Research with two cycles, once reflection and twice evaluations. The result shows that model of teaching Problem Based Learning (PBL) specifically can improve competence adaptation of students with special needs problems. In general, PBL can improve the ability of problem solver for students.

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**Keywords:** Problem Based Learning, Adaptive competence, Students with special needs.

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## I. INTRODUCTION

Preparing graduates who have tough ability and qualified in responding to the challenges of the ages is a must each study program. This obligation more to be with the emergence of mandatory every bachelor college to prepare the National Qualification framework based curriculum Indonesia (KKNI). (Law Number 12 Year 2012 about College, Article 29 about graduate competency specified by referring to KKNI and Presidential Regulation No. 8 Year 2012 about Indonesian National Qualification Framework (KKNI).).

Specifically, competency that is expected from bachelor level among them are able to take advantage of science and technology in the field of expertise, and able to adapt to the situation faced in the settlement of the problem.

In the design of the curriculum development developed by Islamic Education Department, Islamic University of Indonesia (Document Progress Report Curriculum Teaching Development, FIAI UII 2015). Department of Islamic Education under Faculty of Islamic Studies Islamic University of Indonesia, translated into 5 (five) competencies as follows:

- (1) Are able to apply the theory of Islamic education and learning in the arrangement of the preparation of the teaching, meeting and learning evaluation of Islamic Education in schools/*madrasah* based on information and communication technology;
- (2) Able to take advantage of the development of knowledge and information and communication technology in solving various problems of learning Islamic Education in schools/*madrasah*;
- (3) Is able to adapt to the situation faced related to the dynamics of social and cultural, economic and political and global challenges in the

implementation of learning tasks Islamic Religious Education in schools/*madrasah*;

- (4) Control of scholarly integration concept of religion, science and Indonesian in teaching Islamic Education subjects;
- (5) Dominate the concept of education leadership in order to move and control, habituation, practices centering the religion of Islam and the establishment of the behavior of high moral standards learners in schools/*madrasah*.

It is expected that the competence is able to take advantage of the development of knowledge and information and communication technology in solving various problems of learning Islamic Education in schools/*madrasah*.

This shows that this is a very important obligation to support students to have the ability (theory and skill) to resolve the problem that appears in the journey his devotion as teachers or other education field. In between the subjects had the nature so is the education of children outside of the regular or children with special need. children with special need have the same rights in education with other children. This requires the need for prospective teachers to improve their knowledge and understanding of the children Special Need so that children are able to identify Students with Special Needs and apply it on the regular education.

Therefore, Islamic Education Department of Islamic University of Indonesia is specifically oriented toward education should prepare teacher candidate from islamic education department with competence that is adaptable to the situation faced in the settlement of the problems of education.

In general, every department has been doing this. Specifically, let each Teaching department should

cater for the education of children or university students with special needs.

Preparing the students with special needs to have competence that can adapt to the situation faced in the settlement of the problems of education, among others can be done by strengthening learning strategies using Problem Based Learning.

## RESEARCH METHOD

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. We know a great deal about good teaching in general (e.g. McKeachie, 1999; Chickering and Gamson, 1987; Weimer, 1996), but every teaching situation is unique in terms of content, level, student skills and learning styles, teacher skills and teaching styles, and many other factors. To maximize student learning, a teacher must find out what works best in a particular situation.

Reinvigorate as quoted by Endang Mulyatiningsih (2014) divided into action research process the stages of the: (1) study and planning; (2) taking action; (3) the collection and analysis of the Genesis; (4) reflection. The problem found based on empirical experience that day-to-day found. After the problem is identified and then planned appropriate action to resolve the problems and able to be conducted by the researchers. After the plan is complete compiled and prepared, the next phase is the implementation of the action. After done actions, researchers then collect all data/information/events that found and analyze it. The results of the analysis of the then learned, evaluated and responded with plans for action to resolve the issues that are still there. This action round continued until the problem can be resolved.

The subject of the class action research is students of *Islamic* education department of Islamic University of Indonesia joining subject of Education Courses for Children with Special needs (Class B) on 2016/2017 school year which amounted to 44 students.

## RESULTS AND DISCUSSIONS

### Terms Used for Special Needs

Many terms are used as a variety of special needs such as disability, impairment, and handicap. According to the World Health Organization (WHO), defining from each of the term is as follows:

- a. Disability, limitations or lack of capacity (which is produced from the impairment) to display the activity in accordance with the laws or are still in the normal limit is usually used in the level of individual.
- b. Impairment, loss or any abnormalities in this psychological, or anatomical structure or function is usually used at the level of organs.
- c. Handicap community, individuals special needs that restrict or impede the fulfillment of the role of the normal on the individual.

In Islam, education for children special need is an obligation (*Fardu Ain*). This is based on the word of Allah SWT in of Surat al-Abasa: (1) "He frowned and turned away; (2) because the blind man came to him; (3) You know maybe he wants to clean himself (Of sin); (4) or that he might receive admonition and teaching is to provide benefits to him?; (5) Now who regards himself enough; (6) Then you serve him; (7) Yet it is not upon you if He is not clean themselves (belief); (8) and now the men who came to you with hasten (to get teaching); (9) while he was afraid to (God); (10) Then you ignore it." The blind mentioned in the verse named Abdullah bin Ummi Maktum.

He came to the Prophet (pbuh) asked the teachings of Islam and the Messenger of Allah (pbuh) frowned and turned away from him because he was facing the princes of Quraysh tribe with the hope that the magistrates to convert to Islam. Then this letter revealed declaring the reprimand to the Prophet (pbuh). Nowadays, education experts categorize children with special needs covers them handicapped/backwardness mental (*tunagrahita*), communication difficulties, learn difficulties, deviation behavior, vision impairment (*tunanetra*), hearing impairment (*tunarungu*), physical disability and health (and the others are), talented and creative, or a combination of the dual disability and/or special talents.

The main principles in the education of special needs children is the development of the potential inside of them. As the opinion of Hallahan and Kauffman that characteristics in extraordinary children education is the abilities they possess (Hallahan & Kaufman, 1994). The implementation of learning for children with special needs are that they don't only need extra super patience, but also need the speed and accuracy of the teachers to adapt in the middle out of the usual children special needs. To help and facilitate this provision in this most important, according to the writer can be developed by using Problem Based Learning teaching model. The Problem Base Learning (PBL) learning model based on the problem of a learning model that presents the problem of contextual learning (real world) so that motivate Students with special needs in finding solutions. According to Arends (Arends, R., 1987 Classroom Instruction and Management. New York: Mc Graw-Hill Companies), PBL is a teaching method with a focus on a real problem solving, process where learners perform group work, feedback, discussions that can serve as a springboard for investigation and investigation and final report. The understanding given by Arends is slightly different from the opinion of Ni Made that define PBL is learning that teaches students how to use the concept and the process of interaction to assess what they know, identify what they want to know, gather information and evaluate their hypothesis collaboration based on data that has been collected (2008:76).

Both this definition according to the author are complementary as a procedure of learning more

comprehensive, because PBL is a model of teaching which is the focus of a real problem solving, based on the concept and the process of interaction in the field related to assess what they know, group work, and then discussed to get feedback, as a springboard for investigation and investigation and final report.

Practically PBL organizes teaching at around questions and problems that is important in social and means on a personal level for each students. The problem investigated selected because the solution requires the student to explore many subjects. The Authentic Investigations is trying to find the real solutions for real problems. University student must analyze and specify the problem, develop the hypothesis and make the predictions gather and analyze the information, carry out experiments (whenever possible), make inversion, and draw conclusions.

Before you start learning in the classroom, students firstly were asked to observe a first phenomena. Then they were requested record problem appears. At the meeting in class, lecturers motivate during the critical thinking in solving the problem is.

According to Nisaul Azmi Hajar dkk. (2016) the steps or the syntax in using PBL model:

- 1) The introduction of the problem to the students based on the material that is taught to the students.
- 2) Students organized in groups to do the discussion in the settlement of the problem.
- 3) The analysis of student groups presented to the other student groups.
- 4) Teacher helps students to reflect on the results of the investigation carried out by the students.

The implementation of the model of the PBL learning on Children Education Courses in special needs. Islamic Education department on the strange half the School Year 2016/2017 shows that students are able to conduct an adaptable in children with special needs.

This has been proven by indicators as follows:

(1) students in cognitive problems can identify the beginning of signs of children including special need category;

(2) students are able to map the common learning problems on schools for children with special needs or for inclusive schools;

(3) During the show empathy toward the growth indicators in children with special needs and students broadcasts at school for children with special needs;

(4) Students are able to draw up a special need children learning videos that inspire audiences.

Some indicators above are strengthened by the results of the evaluation which shows the emergence of ideas

to contribute to the education of children with special needs, among others:

1. For children with hearing impairment (*tunarungu*);
  - a. To avoid the the feeling to be cast away from the association, then each students broadcasts should understand sign language, minimally common sign language;
  - b. development of learning media specially in Islamic education area for children with hearing impairment, (*tunarungu*), media recitation the Qur'an with the knocking techniques.
2. For children with vision impairment (*tunanetra*), need to be developed compass that recognized that supports the daily activities for children with vision impairment.
3. To children and the others are developing special *fiqih* for children with special physical needs (*tunadaksa*).
4. For children with autism, work develops the learning tools such as puzzle alpha:
5. For children special learning and mental impairment (*tunagrahita*), develop learning media or teaching materials that adjusted with their IQ characteristics.

## CONCLUSION

Model of teaching Problem Based Learning (PBL) specifically can improve adaptation competence of children education special needs problems. In general, PBL can improve the ability of problem solver for students.

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